

Five-Year Strategic Academic Plan
February 2011
Division of Social Sciences
University of California, Santa Cruz
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EXECUTIVE SUMMARY

This document outlines the major strategic objectives for the Division of Social Sciences over the next three to five years with the expectation that budget resources will continue to be limited, substantial growth is unlikely, and resources must be redistributed to achieve division objectives. For the most part, the major goal is: 1. to protect existing critical resources and strengths, and, 2. when possible and feasible, redistribute these resources in a strategic manner that protects the overall quality of key departments and programs but does not prevent any department or program from meeting its mission and curricular needs (i.e., weak departments do not become weaker). The division's objectives were selected in accordance with the fundamental commitments outlined in the plan and the five major themes reflecting the current strengths in the division. During the next five years, the division will continue to evaluate and reevaluate its goals and objectives. As time passes, we expect that some of the strategic objectives listed below will be replaced with other, new goals in response to changing conditions, priorities, and levels of performance. This process will require transparency and open and meaningful communications that ultimately will result in maintaining the stature and historical excellence of various areas of the division in the coming years, a benefit that will be shared by everyone.

General Objectives for the Division

*Enhance interdisciplinary research and teaching at the undergraduate and graduate levels by encouraging and facilitating joint appointments involving tenured faculty, team teaching, and the cross listing of courses.

*Increase financial support for graduate student education by seeking additional funding from the university and, in particular, external sources (e.g., contracts, grants, foundations, and private donors).

*Maintain high quality undergraduate education by increasing the numbers of well qualified lecturers, teaching assistants, and teaching fellows throughout the division with funding provided by open faculty provisions and other sources. The division must identify ways to attract new members of the intellectual community who can fill teaching roles and contribute to the campus learning environment.

*During the current economic climate, courses that are essential for students to progress to their degree will be preserved and critical instructional goals and requirements will be met, including general education courses. The division will continue to evaluate its curriculum in order to maximize its course offerings and, in particular, effectively manage its teaching resources. An effort will be made to identify instances where there is course duplication, and departments will be asked to work together to minimize or eliminate this duplication. Departments will be encouraged to consolidate course offerings where appropriate and streamline their curriculum more generally. The dean, department chairs, and their staff will meet to review curriculum planning and scheduling at the beginning of each academic year.

*Retain and, when possible, increase diversity among the division's faculty, staff, and students. As part of this effort, the division will encourage all departments to continue to hire outstanding young researchers included in the UC President's Postdoctoral Fellowship Program (assuming that this program does not fall victim to University of California budget cuts).

*Increase efforts to obtain grant and external funds over the next five years. This is a key element of the division's overall strategy to mitigate the negative effects of declining financial support for higher education from the state of California. Raising money for undergraduate and graduate student scholarships will be a major objective.

*When financial and budget conditions permit, the division shall restore budget cuts for successful research centers and College Nine and College Ten.

Specific Objectives for the Division

*An effort will be made to restore faculty in departments that have lost a disproportionate number of faculty FTE as a result of the recent budget reductions and are experiencing significant difficulty mounting their undergraduate and graduate curriculum. These departments include Environmental Studies, Politics, Psychology, and Sociology. We plan to accomplish this, in part, with a modest redistribution of open faculty provisions created by retirements and separations. We also anticipate using new growth faculty FTE if and when they become available as the financial crisis eases. Preventing departments from falling below their ability to mount their undergraduate and graduate curriculum is the division's highest priority.

*An effort will be made to protect the strongest departments and Ph.D. programs in the division by preserving and, when possible, retaining superb faculty, hiring new faculty, and increasing graduate student financial support from external sources. Based on external reviews and the distribution of achieved rank and step of individual faculty in each department (which is determined by evaluations of the performance and accomplishments of specific faculty in given departments over time), the three top departments in the division at the present time are Anthropology, Economics, and Psychology. Prior to the budget cuts, these departments were poised to move into the top 20 of the national rankings within their disciplines. Other departments can increase their stature by mentoring and supporting existing assistant and associate professors, enhancing the research and publication record of faculty at all levels, and improving their Ph.D. programs. Protecting the strongest departments and Ph.D. programs is the

division's highest priority along with preventing departments from falling below their ability to sustain their undergraduate and graduate curriculum.

*The division will support the development of a new Ph.D. program in Latin American and Latino Studies (LALS) over the next three to five years. This will require hiring two or three additional faculty and possibly involve one or two faculty transfers from another division. In addition, the LALS Department will seek to hire one or two more outstanding young researchers included in the UC President's Postdoctoral Fellowship Program. Existing faculty affiliations will be maintained and enhanced and, if possible, new ones will be established in order to continue to support undergraduate education and, eventually, graduate education in LALS. A full proposal and supporting documents have been submitted to the university for evaluation, and, if approved, the first Ph.D. students are expected to enroll in five or six years from now. The development of a new Ph.D. program in LALS is the division's second highest priority.

*The division will support the creation of a new School of Education. A full proposal is currently being developed for Faculty Senate and university administration evaluation and approval.

Although the department will leave the division, we expect that collaborations between education and other academic programs in the division will continue to flourish. The new School of Education is expected to be established in about six years from now, provided that economic conditions improve. The creation of a new School of Education is the division's second highest priority along with the development of a new Ph.D. program in LALS.

* In response to a pressing need across a number of social science departments, particularly Anthropology, Education, Environmental Studies, Latin American and Latino Studies, Politics, Psychology, and Sociology, the division plans to establish a new Center for Statistical Analysis in the Social Sciences (CSASS). The center will assemble quantitative researchers from across

the division into a coherent group, all focused on advancing the role of statistical analyses in the study of human problems and conditions. The three-pronged mission of CSASS will be to stimulate and support collaborative research across social science disciplines, oversee and teach an enriched range of quantitative courses at the graduate and undergraduate levels which all social science departments can take advantage of, and stimulate and support research designed to inform public policy. The division also envisions collaborative synergies between CSASS and the Department of Applied Mathematics and Statistics (AMS) with regard to research initiatives and curricular overlap at the undergraduate and graduate levels. Deans Art Ramirez (Baskin School of Engineering) and Stephen Thorsett (Division of Physical and Biological Sciences) have expressed strong interest in participating in the establishment and operation of the CSASS. They believe that their divisions can contribute to the functioning of the center in important ways. The establishment of CSASS is the division's third highest priority.

Introduction

The previous strategic academic plan for the Division of Social Sciences at the University of California, Santa Cruz (UCSC) was adopted exactly four years ago when funding levels were stable and the division expected to experience modest growth in the number of faculty and students (to request a copy of the previous plan, contact Andrea Cohen, acohen@ucsc.edu). Since the adoption of that academic plan, the nation and the state of California have experienced an unprecedented severe economic crisis, resulting in significantly reduced revenues and deep budget cuts. As a consequence, state support for the University of California (UC) system has suffered a precipitous decline, forcing all 10 campuses to make deep cuts in all segments of their budgets.

Since August 2008 the UC Santa Cruz campus, in particular, has had to reduce its budget by \$50 million. All units on campus have been required to make drastic cuts in their budgets, and the Division of Social Sciences has had to make a series of budget reductions totaling nearly \$4.5 million, which represents more than 18 percent of the division's state funding. Approximately \$3 million of these cuts have involved the return of permanent funds to the central administration and have resulted in sharp reductions in open faculty lines (see Appendix A), teaching assistantship positions, and staff during a period of high enrollments. Every department and academic program in the division has experienced a reduction in financial resources since the series of budget cuts were implemented. Unfortunately, some departments have experienced a greater loss of faculty FTE and resources than others (see Appendix A).

The university is attempting to maintain current admission levels of undergraduate students overall. However, for the 2010-11 academic year, the university experienced unexpectedly high acceptance rates for admission, which resulted in an increase in the number of

incoming freshmen and particularly transfer students. About half the new transfer students have declared a major in the social sciences. The university has provided the division with substantial one-time bridge funding to help deal with recent high enrollments and influx of new students. Clearly, in this era of constrained financial resources, the division's efforts to maintain research and teaching quality will be severely undermined if enrollment relief is not forthcoming. This plan is written with the assumption that the university will be successful in maintaining admissions and redistributing new students across the other academic divisions in future years.

As a consequence of the budget reductions, it will be extremely difficult to increase significantly the size and standing of any one department or academic program in the social sciences, at least for the next two or three years. Therefore, the primary goal of this plan is to provide a road map to protect the division's current level of research and teaching excellence during a period of high enrollments in social science courses, declining numbers of faculty and staff, and decreasing resources. In other words, this document explains how the division intends to continue to support high quality undergraduate and graduate education and outstanding research programs with fewer resources in the coming years. A key assumption is that, by strategic deployment of future faculty recruitments and available resources, the division will be able to maintain its current national rankings of academic departments and continue to offer excellent undergraduate and graduate education opportunities. To that end, when open faculty positions become available, which based on recent experience may occur less often than in the past, it will be essential that the division hires extraordinary research faculty who are also deeply committed to teaching. When growth faculty positions become available in later years, it will be possible to expand identified areas of strength in the division.

The Division of Social Sciences will become a smaller unit comprised of fewer faculty and staff over the next three to five years. For example, lack of financial resources has forced the closure of the Center for Justice, Tolerance, and Community (CJTC), and division allocations of funds to other research centers have been sharply reduced (e.g., the Center for Agroecology and Sustainable Food Systems and the Santa Cruz Institute for International Economics) or eliminated (e.g., the Center for Integrated Water Research, which is now self-funded). At present the undergraduate major in Community Studies has been suspended for two years by the Academic Senate Committee on Educational Policy (CEP) because of a concern among the members of CEP that the Community Studies faculty are unable to revise their curriculum so that it is in line with recent budget cuts. Due to deep disagreements over curriculum and other issues, most faculty members in the department are actively pursuing transfers to other departments and divisions. As a consequence, the Dean of the Division of Social Sciences is seeking university approval to disestablish the department. More generally, the number of faculty in the social sciences has been reduced by 28 FTE (see Appendix A), nearly 40 teaching assistant slots have been eliminated, a number of academic personnel and staff have been laid off or have had their positions converted to one-time funds, and vacant positions have been frozen or eliminated. Recognizing that future budget reductions are very likely and that the state and national economy may take several years to recover, the division must revise its strategic academic plan in a way that reflects both present and expected future economic conditions.

The following academic plan provides a strategic approach for maintaining the already high standing of the Division of Social Sciences at UC Santa Cruz over the next five years. Following discussion of the division's overarching, fundamental commitments, this strategic academic plan outlines areas and initiatives within the division that will be protected and

sustained as well as areas where some advancement might best take place, resources permitting. Overall, the goal is to protect existing critical resources and, when possible and feasible, to redistribute these resources in a strategic manner that protects the overall quality of certain departments and programs but does not prevent a department or program from meeting its mission and curricular needs. A list of important strategic objectives for the division is presented near the end of the discussion.

Background

Since its inception, the Division of Social Sciences has sought to achieve the highest possible distinction for scholarship. Division faculty have accomplished this by extending boundaries of knowledge in both traditional and new fields in the social sciences. Research is conducted through disciplinary as well as interdisciplinary lines of inquiry, with a major focus on the study of human relationships in society. As social, economic, political, and technological changes transform global society, social scientists are tackling extremely complex issues, from racism, economic inequity, educational reform, and governance to environmental degradation, international trade and finance, transnationalism, the challenges of emerging worlds, and how the human mind works. A major research focus of many UC Santa Cruz social scientists is the disproportionate allocation of wealth and resources in society and its consequences.

The Division of Social Sciences is the largest academic unit on the UC Santa Cruz campus. The division includes nine departments, and, until recently, over 160 full-time faculty and more than 100 full-time staff. Two residential undergraduate colleges (College 9 and College 10) are formally in the division, and the Provost of both colleges reports directly to the dean. The departments in the division vary considerably in terms of disciplinary focus, and they include Anthropology, Community Studies, Economics, Education, Environmental Studies, Latin

American and Latino Studies, Politics, Psychology, and Sociology. In addition, the division contains seven research centers and three major initiatives that address a variety of policy issues, including food systems and organic agriculture, education, Chicano/Latino studies, water resources, South Asia, international economics and finance, and international relations. These distinguished research centers and initiatives are supported by a mix of university funds and external grants and gifts. The division has seven Ph.D. programs and over 25 undergraduate programs, many of which are interdisciplinary. It also offers several graduate programs at the master's level that emphasize professional training (e.g., in economics and education). The division has the largest enrollments on campus, and it awards about 45 percent of the total number of bachelor degrees and 22 percent of the total number of Ph.D. degrees at UC Santa Cruz. A large percentage of undergraduates move on to graduate or professional schools (see below), and many Ph.D. students have been placed at prestigious universities. The division has a total budget of over \$40 million, a huge portion of which is used to cover ladder-rank faculty and staff salaries.

The curriculum of the different social science departments touches on culture, social justice and social responsibility, economics, politics, the social impacts of technological change, environmental science and policy, human learning and development, and other issues of vital importance to society. Division faculty engage in collaborative research on these topics not only within their individual departments, but across departmental and divisional boundaries. In addition to social scientists collaborating between departments, the Departments of Anthropology and Environmental Studies include faculty with social science and natural science backgrounds who work closely together on common research and curriculum issues. Faculty in the Department of Latin American and Latino Studies (LALS) work closely with faculty in

departments in the Division of Humanities. Another example of cross-division collaboration involves the Department of Economics and the Baskin School of Engineering, whose faculty are collaborating on the Technology and Information Management (TIM) graduate program, which focuses on the integration of information systems, technology, and business management.

As Chancellor George Blumenthal has publicly noted, UC Santa Cruz ranks only behind UC Berkeley in the UC system in the percentage of alumni who receive doctoral degrees when size of campus is taken into account. While data are not available concerning the placement of social science students in specific graduate programs, one can infer from the overall large number of social science students who receive bachelor degrees at UC Santa Cruz and go on to graduate school that the division is doing a superb job preparing undergraduates for graduate school compared to other campuses in the UC system. Appendix A lists all the departments, major research centers, and academic programs in the social sciences.

The Division of Social Sciences has earned national and international recognition for its ground-breaking research. In Hugh Davis Graham and Nancy Diamond's *The Rise of American Research Universities: Elites and Challengers in the Postwar Era* (Johns Hopkins University Press, 1997), UC Santa Cruz ranked first in the nation among R-1 public universities for the quality of its publications in the social sciences. Since every top-twenty university in the nation has a strong social science component, the future reputation of UC Santa Cruz depends heavily on maintaining the current stellar reputation for research excellence in the social sciences.

Maintaining and increasing the high rankings of individual departments and the social sciences in general will benefit the division and the campus in several ways. For instance, high rankings are likely to lead to increased grant funding and donor contributions, successful recruitment and retention of talented faculty, and successful recruitment and placement of

outstanding Ph.D. students. Higher rankings can also help the division be more competitive in attracting first-class, diverse social science faculty and graduate students, which contributes to an increase in the diversity of the campus as a whole. Thus, it is important that departments do everything possible to increase their stature within their disciplines.

Major Challenges

A major challenge the division faces as it attempts to improve the prominence of individual departments is that at least two departments (Environmental Studies and LALS) are truly interdisciplinary and are often not compared to other similar interdisciplinary departments at other universities in the same way or as frequently as are departments in single disciplines. This requires university administrators to assess the overall quality of the faculty and other metrics of academic standing in order to draw conclusions about the academic strength of these departments when contemplating the strategic allocation of resources. Furthermore, some departments in the division that represent a well established discipline (e.g., Politics (political science) and Sociology) have decided to pursue a particular niche or approach that is distinct from but engaged with mainstream work in their discipline. Focusing on a particular niche in the discipline has obvious value. Such a strategy allows departments, especially smaller ones with limited resources, to distinguish themselves by developing a unique area of expertise. At the same time, however, the excellent work of their faculty may not attract substantial broad attention and may not be as highly valued as departments at other universities that are dominated by faculty exclusively pursuing mainstream topics of research, thereby explaining why they are not highly ranked. As a consequence, departments must think strategically when deciding which particular area of research to emphasize as well as the extent to which their choice may bring them closer to or farther away from the core fields of study within their discipline. A number of

years ago the Economics Department, for example, wisely chose to focus their faculty recruitment and resources on international economics because of its intellectual promise even though the department did not have strength in this area at the time. The department eventually became nationally prominent in this area as the field of economics began to address increasingly global financial issues and challenges. In most (but not all) cases, especially during constricted budget periods, departments will want to select intellectual areas of pursuit that are forward looking, build on their existing strengths, differentiate them from other, often larger departments in their discipline, and are not too distant from their core discipline.

The Division of Social Sciences faces additional challenges in its effort to maintain and improve its strong national reputation. As already noted, present economic conditions in the state and the nation suggest that severe budget reductions already implemented will not be fully restored for a long period of time, and that further budget cuts are possible. As a consequence, the division will become and remain smaller in the years ahead. Due to the decline in the number of faculty and teaching assistants, many if not most academic programs will have to limit the number of their majors and implement effective course enrollment management strategies, at least until admissions of undergraduate and transfer students are brought in line with existing limited resources. This will almost certainly include changes in curriculum and course scheduling, as well as the development of strategies for better management of the number of students flowing through undergraduate majors and minors. Streamlining the curriculum can be accomplished by eliminating “boutique” courses (but still allowing faculty to teach courses in their research specialty), encouraging departments to simplify their degree requirements, requiring effective coordination of lower-division pre-requisites across the division, permitting upper-division substitute courses across the division, and allowing non-majors to enroll in upper-

division courses if there is room. Effective management of the number of students admitted to UC Santa Cruz overall during the next several years should help ease the present heavy teaching workload in the division during an era of dwindling resources and reductions in academic personnel. This assumes that the already substantial amount of student migration from other academic divisions to the Division of Social Sciences does not significantly increase.

The effects of the recent budget cuts on instructional workload can be seen in Tables 1 and 2. As Table 1 shows, beginning in 2009-10, undergraduate and graduate student workload began exceeding the division's teaching capacity. According to projections, reductions in faculty FTE and instructional workload funds will continue to lead to higher teaching workloads for social science instructors, at least in the near future. Table 2 provides a broader summary of how decreases in instructional academic personnel are increasing the teaching workload of existing ladder-rank faculty, and will continue to do so in future years. In fact, current instructional workload pressures are now similar to the severe instructional workload pressures felt in 2000-01 when the campus experienced sudden and dramatic increases in student admissions, especially in the social sciences. Given these data and expected trends, social science faculty will have to teach more students with fewer resources in the coming years. Immediate and one-time bridge funding totaling almost \$700,000 will significantly help reduce teaching workload pressures in 2010-11 and 2011-12.

During the next five years there will very likely be considerable turnover among the faculty in the division. Approximately 21 percent of the social science faculty will be eligible to retire, and another 10 percent are likely to separate from the university for other reasons (e.g., tenure denial and hired away by another university). For the most part, future faculty retirements are expected to be fairly evenly distributed across the departments in the division. In the short to

Table 1

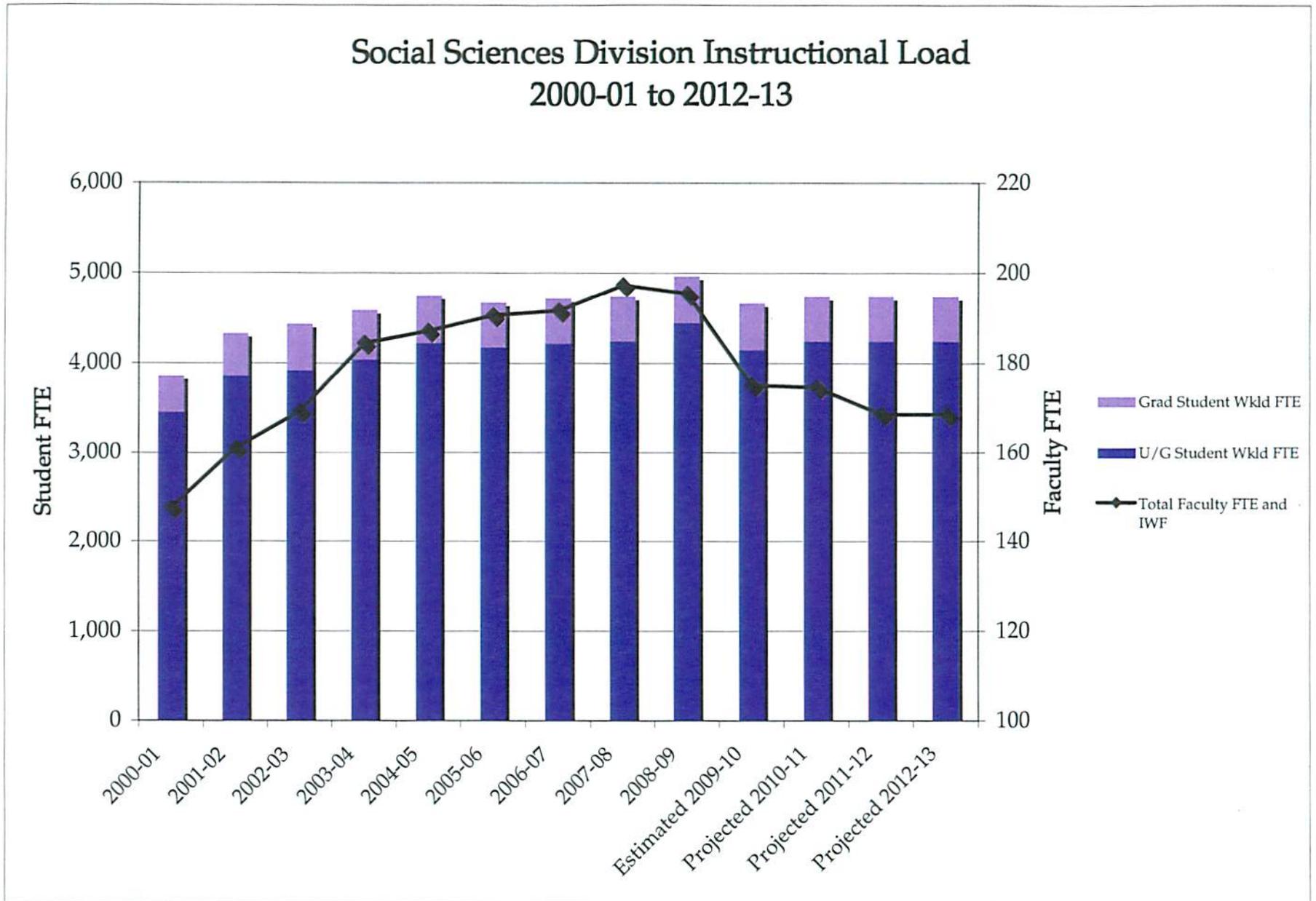
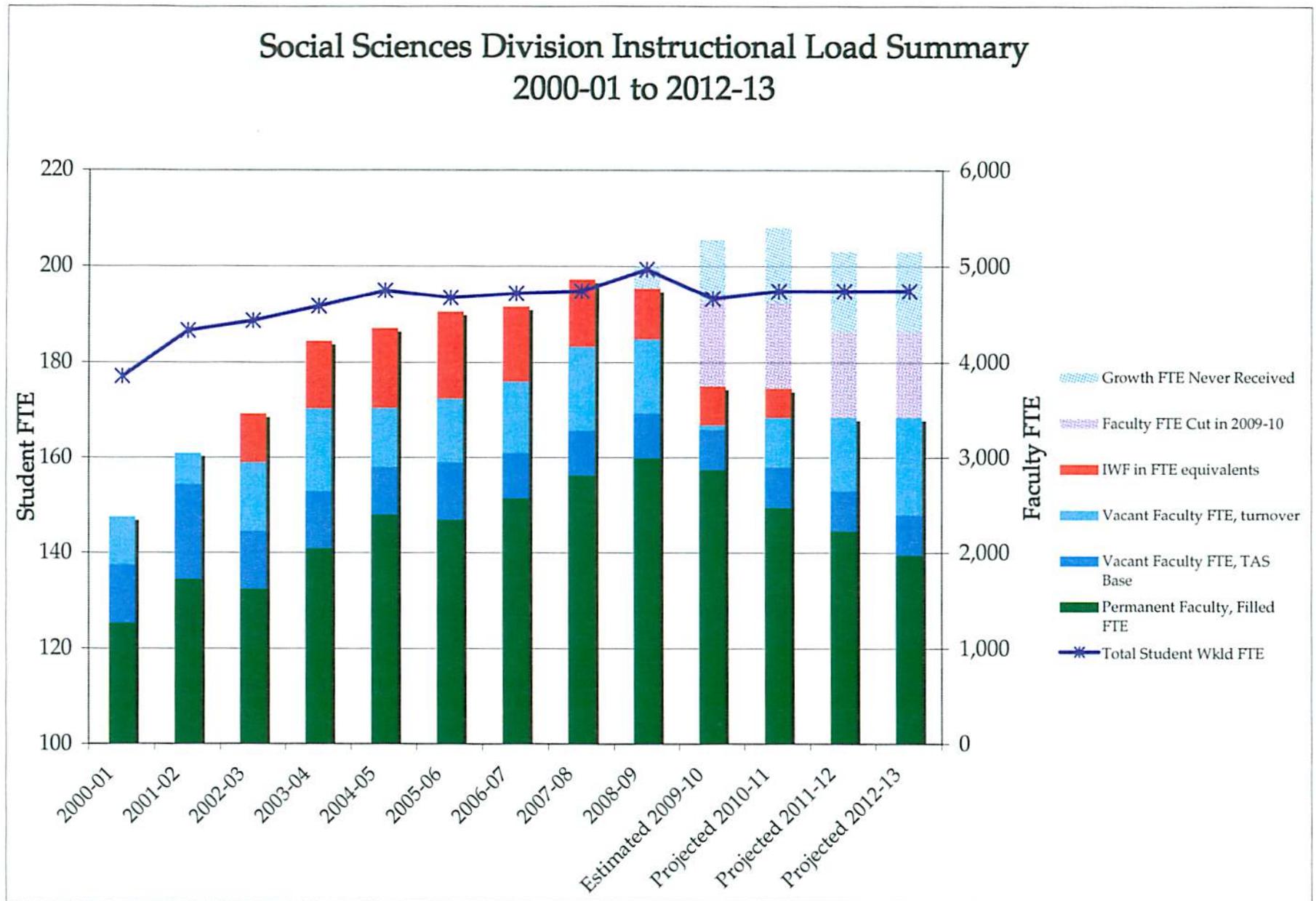


Table 2



NOTE: Soft-funded TAS Base funds in 2000-01 and 2001-02 are valued at ASST PROF STEP III; TAS Base was converted to FTE in 2002-03

mid-term it will be necessary for the division to set aside a number of open faculty lines created by retirements and separations in order to produce revenue to hire additional lecturers to meet curriculum needs in the social sciences. Departments that experience difficulty meeting their curriculum requirements during this time will have to increase their reliance on lecturers, teaching assistants, and teaching fellows. Once undergraduate admissions decline, the economic climate improves, and new faculty hiring is possible, the division will allocate faculty positions to departments that have the greatest curriculum demands. After curriculum needs are met (i.e., majors are able to enroll in required courses in most cases and can graduate in four years with less difficulty), faculty hires will take place in areas that reflect divisional priorities. This requires the division to adopt a carefully developed tactical plan for the reallocation of faculty positions and related resources over the next five years. Difficult tradeoffs will have to be made, and priorities will have to be set.

Finally, nearly all the departments in the division currently have a significant proportion of senior faculty who will have to be replaced at some point in the near future. Remaining faculty in departments will have to decide whether they wish to maintain certain research areas or pursue new, emerging fields of research. Depending on the situation, one can imagine good arguments for pursuing either strategy. This decision will be left up to the faculty in departments in close consultation with the dean.

Major Themes

The Five-Year Strategic Academic Plan developed by the Division of Social Sciences and adopted in 2007 included five major themes. In alphabetical order, the themes were:

- culture, learning, and cognition;
- environment and sustainable societies;

- globalization and governance;
- science, technology, and humans; and
- social justice, identity, and power.

The criteria used to select the five themes included: 1. A desire to build on existing divisional strengths; 2. Identification of comparative advantages in the UC system and nationally in terms of important niches in a discipline or in the social sciences as a whole; 3. Identification of important future societal concerns or trends inside and outside of California; 4. Communication of the significance of the social sciences addressing critical and complex societal problems nationally; 5. A desire to capitalize upon the geographical location of the campus; and 6. Budget constraints. The employment of these criteria in the selection of themes is what made the academic plan *strategic*. Each major theme is discussed in Appendix B.

Following the adoption of the 2007 plan, department chairs in the division justified requests for new faculty positions by explaining how the incoming faculty would fit one or more of the five themes addressed above, as well as how they would build on an existing strength in each department. Requests for new faculty were evaluated based on (1) the extent to which the incoming faculty fit the division's academic plan, (2) the possibility they would become involved in a particular research center, and (3) the overall likelihood that they would elevate the stature of the department in its discipline. The academic strength of the department (as determined by external reviews and the distribution of the achieved rank and step of individual faculty in each department) also was seriously considered in determining where faculty lines would be created. (A similar approach was followed in decisions concerning the allocation of resources to existing and new research centers.)

While it is unknown whether UC Santa Cruz will be required to cut its budget further and, if so, by how much, one can be fairly certain that the current budget crisis will eventually end. As the economic climate improves, the division will be in a position to begin to restore some of its faculty and other resources (e.g., teaching assistants and staff) using open positions available as a result of retirements and separations. As already noted, the university is planning to maintain undergraduate enrollments at UC Santa Cruz and in the division at present levels, thereby stabilizing faculty/student workload ratios. Once new faculty hiring becomes financially feasible, the division's top priority for recruitments will be to continue to ensure that all departments are able to serve their undergraduate and graduate students so that they can enroll in required courses and finish their studies within a set amount of time. Undergraduates, in particular, must be able to complete their majors within four years despite the diminished availability of resources. Otherwise, student retention rates will suffer. Once new growth faculty positions become available, the division will adopt the same approach it followed to hire new faculty prior to the financial crisis; allocate faculty FTE (and other resources) in line with the five major themes and other criteria identified above. Such an approach recognizes that the major strengths in the division which existed three years ago still remain, and that there is a desire to continue to maintain them over the long term.

Fundamental Commitments

The Division of Social Sciences has adopted a number of ongoing, fundamental commitments that it intends to meet over the next five years. As the division begins to redirect resources to promote the plan's objectives, it will continue to further certain general academic goals. Regardless of which academic program receives support at any particular time, the division will want to enhance innovative disciplinary and interdisciplinary research,

undergraduate and graduate education, external funding, diversity, staff well-being, and community engagement.

Alternative Approaches to Methodology and Research: The Division of Social Sciences welcomes researchers who pursue a wide array of methodologies and who adhere to a broad range of epistemological perspectives. Excellent research can be achieved regardless of whether it is primarily theoretical, quantitative, qualitative, or a mixture of all three. Social scientists at UC Santa Cruz respect different methodological orientations and do not evaluate their colleagues solely based on their overall research approach. Graduate students should have the opportunity to learn various kinds of methodologies as well.

Faculty in the division have always been willing to take risks in their work. The most distinguished members of the faculty have achieved success by conducting research at the cutting edge of their disciplines and by publishing their findings in top peer-reviewed journals and in books published by prestigious university presses. If this pattern of achievement endures, single disciplines will continue to prosper in the social sciences. At the same time, the division invites faculty to develop collaborative research projects with those in other departments as well as with those in other divisions on campus. The Center for Tropical Research in Ecology, Agriculture, and Development, the Science and Justice Working Group, the Bruce Initiative on Rethinking Capitalism, the South Asia Studies Initiative, and the Sury Initiative for Global Finance and International Risk Management are good examples of ongoing cross-divisional collaboration. The dean is committed to facilitating the continued advancement of outstanding disciplinary and interdisciplinary research.

Undergraduate education: The faculty in the division teach undergraduates to think analytically and critically about the major problems that confront society. In this regard, social science

faculty teach students to understand and, when necessary, change society. This requires students to become engaged citizens. In addition to maintaining the high quality of the curriculum and outstanding instruction, the division supports efforts to manage enrollments, improve existing internship and field study programs, develop new academic and honors programs, participate in the new general education program, and encourage undergraduate research on its own and in collaboration with faculty. A major goal of the division is to provide a real opportunity for undergraduate students to earn their degree in four years by improving advisement, access, and curriculum coordination and streamlining. Faculty are encouraged to make thoughtful and practical use of new communication technologies in social science curriculum design and instruction. Support for College Nine and College Ten and the University of California's Program of Study and Internship in Washington, D.C. (UCDC) also signifies the division's strong commitment to undergraduate education and will continue to be priorities.

Graduate education: The division wishes to continue to improve the high quality of its graduate students by maintaining high admission standards and by offering multi-year financial assistance packages. Increasing current levels of graduate student financial assistance is critical if departments hope to remain competitive in attracting the best students in California and across the nation. Once students arrive, everything possible should be done to support their research. Where possible, and funding permitting, the division encourages an increase in graduate student admissions. Currently, LALS is developing a new Ph.D. program which will increase the number of graduate students in the division. If approved, it will be the first one of its kind in the country, and it will likely attract outstanding, diverse graduate student applicants.

External funding: The division will make a strong effort to increase external funding over the next five years. Incentives presently exist to encourage faculty to apply for grants to fund their

research (e.g., grant writing workshops and the highlighting of successful grant activity in personnel review files). Many of the division's faculty and research centers have already demonstrated their ability to acquire large grants and private funds. The Center for Agroecology and Sustainable Food Systems (CASFS), for instance, is doing a remarkable job obtaining large grants and private donations to fund its world class research and education programs. Last year CASFS raised approximately \$1.5 million in external support.

In addition to substantially increasing grant funding, a strong attempt will be made to increase endowments for faculty chairs, research centers, and undergraduate and graduate scholarships and programs. A Board of Councilors for the division was convened over four years ago to assist in fundraising, and it meets once each academic quarter to discuss fundraising opportunities and strategies. Thus far, members of the board have been very generous in their support of various academic and research programs in the division. Under the excellent leadership of Stephen Bruce as Chair (he was recently replaced by Alec Webster as Chair), the Board has raised almost \$2.6 million and has obtained nearly \$1 million more in pledges. In addition to generating funds for education and faculty research in the social sciences, the division will play an active role in the upcoming UC Santa Cruz comprehensive capital campaign.

Diversity: Clearly, the demographics of the state of California, as well as the nation, have changed dramatically over the past three decades, and we are now a much more diverse state racially and ethnically than twenty or even ten years ago. As a public institution, the UC system and our campus have been taking meaningful steps to address this increased diversity in the state's population by strongly encouraging and rewarding attempts to contribute to diversity within our campus community (e.g., by hiring high quality faculty who are members of underrepresented groups).

By the nature of the majors offered in the Division of Social Sciences, along with a curriculum rich in courses and programs that appeal to underrepresented groups in society, the division has been a major force on campus in facilitating efforts to diversify the university's faculty, staff, and student body. In 2009 less than two-thirds (65.8 percent) of the faculty were White/Caucasian. Of the remaining one-third, an equal percentage of faculty (13 percent) were either Asian-American or Latino/Latina (for a combined total of 26 percent), or they were members of other diverse groups (e.g., African-American and American Indian). The staff has historically been overwhelmingly female, and, as of January 1, 2010, three-quarters of the division's staff were women. Today, more than one-quarter of the staff in the division are from underrepresented race and ethnic groups. As of Spring 2010 only 45 percent and 46 percent of undergraduate and graduate students in the Division of Social Sciences, respectively, were White/Caucasian. A majority of the remaining students tended to be either Asian-American or Latino/Latina, and many of the undergraduate students were the first in their families to attend college. Budget cuts should not prevent us from continuing to contribute to campus diversity, and protecting and enhancing diversity should be a high priority for the division and the campus.

Staff well-being: The division recognizes the important role staff play in its overall operation, and it intends to support its staff every way possible, especially during difficult financial times such as these. High caliber staff support is integral to the success of faculty instruction and research, and staff play a key role as well in guiding students toward the successful and timely completion of their degrees. First and foremost, every attempt will be made to retain high quality staff throughout the division. Furthermore, a strong effort will be made to provide staff with opportunities for training and professional development, and to encourage them to learn new skills and technologies necessary to carry out their work in an effective manner as well as

prepare them for future upward mobility. Staff should receive salaries that are commensurate with their skill levels, performance, and work. They should be consulted about major changes in administrative organization and personnel, divisional policies, academic programs, and other matters that affect them.

Community engagement: Continuing a long tradition in the social sciences, the faculty values research that is relevant to society in general, and the surrounding community in particular.

Rigor with relevance will continue to be a guiding principle in the work of many social scientists at UC Santa Cruz. Some faculty already participate directly in community affairs as well and/or conduct research on important topics that are directly related to community well being, such as gangs and crime, drugs, education, immigration, labor, health care, housing, and employment. The apprenticeship program in CASFS and the Global Information Internship Program (GIIP) are examples of academic programs that focus on social engagement and social impact in a community setting.

Major Strategic Objectives

This section outlines the major strategic objectives for the Division of Social Sciences over the next three to five years with the recognition that budget resources will continue to be limited, substantial growth is unlikely, and resources will have to be redistributed. For the most part, the intent is to protect existing critical resources and, when possible and feasible, to redistribute these resources in a strategic manner that protects the overall quality of certain departments and programs but does not prevent a department or program from meeting its mission and curricular needs. The selection of these objectives was made in line with the fundamental commitments outlined earlier and the five major themes reflecting the current general strengths in the division. During the next five years, the division will continue to

evaluate and reevaluate its goals and objectives. As time passes, the strategic objectives listed below will likely be replaced with other, new goals in response to changing conditions, priorities, and levels of performance.

General Objectives for the Division

*Enhance interdisciplinary research and teaching at the undergraduate and graduate levels by encouraging and facilitating joint appointments involving tenured faculty, team teaching, and the cross listing of courses.

*Increase financial support for graduate student education by seeking additional funding from the university and, in particular, external sources (e.g., contracts, grants, foundations, and private donors).

*Maintain high quality undergraduate education by increasing the numbers of well qualified lecturers, teaching assistants, and teaching fellows throughout the division with funding provided by open faculty provisions and other sources. The division must identify ways to attract new members of the intellectual community who can fill teaching roles and contribute to the campus learning environment.

*During the current economic climate, courses that are essential for students to progress to their degree will be preserved and critical instructional goals and requirements will be met, including general education courses. The division will continue to evaluate its curriculum in order to maximize its course offerings and, in particular, effectively manage its teaching resources. An effort will be made to identify instances where there is course duplication, and departments will be asked to work together to minimize or eliminate this duplication. Departments will be encouraged to consolidate course offerings where appropriate and streamline their curriculum

more generally. The dean, department chairs, and their staff will meet to review curriculum planning and scheduling at the beginning of each academic year.

*Retain and, when possible, increase diversity among the division's faculty, staff, and students. As part of this effort, the division will encourage all departments to continue to hire outstanding young researchers included in the UC President's Postdoctoral Fellowship Program (assuming that this program does not fall victim to University of California budget cuts).

*Increase efforts to obtain grant and external funds over the next five years. This is a key element of the division's overall strategy to mitigate the negative effects of declining financial support for higher education from the state of California. Raising money for undergraduate and graduate student scholarships will be a major objective.

*When financial and budget conditions permit, the division shall restore budget cuts for successful research centers and College Nine and College Ten.

Specific Objectives for the Division

*An effort will be made to restore faculty in departments that have lost a disproportionate number of faculty FTE as a result of the recent budget reductions and are experiencing significant difficulty mounting their undergraduate and graduate curriculum. These departments include Environmental Studies, Politics, Psychology, and Sociology. We plan to accomplish this, in part, with a modest redistribution of open faculty provisions created by retirements and separations. We also anticipate using new growth faculty FTE if and when they become available as the financial crisis eases. Preventing departments from falling below their ability to mount their undergraduate and graduate curriculum is the division's highest priority.

*An effort will be made to protect the strongest departments and Ph.D. programs in the division by preserving and, when possible, retaining superb faculty, hiring new faculty, and increasing

graduate student financial support from external sources. Based on external reviews and the distribution of achieved rank and step of individual faculty in each department (which is determined by evaluations of the performance and accomplishments of specific faculty in given departments over time), the three top departments in the division at the present time are Anthropology, Economics, and Psychology. Prior to the budget cuts, these departments were poised to move into the top 20 of the national rankings within their disciplines. Other departments can increase their stature by mentoring and supporting existing assistant and associate professors, enhancing the research and publication record of faculty at all levels, and improving their Ph.D. programs. Protecting the strongest departments and Ph.D. programs is the division's highest priority along with preventing departments from falling below their ability to sustain their undergraduate and graduate curriculum.

*The division will support the development of a new Ph.D. program in Latin American and Latino Studies (LALS) over the next three to five years. This will require hiring two or three additional faculty and possibly involve one or two faculty transfers from another division. In addition, the LALS Department will seek to hire one or two more outstanding young researchers included in the UC President's Postdoctoral Fellowship Program. Existing faculty affiliations will be maintained and enhanced and, if possible, new ones will be established in order to continue to support undergraduate education and, eventually, graduate education in LALS. A full proposal and supporting documents have been submitted to the university for evaluation, and, if approved, the first Ph.D. students are expected to enroll in five or six years from now. The development of a new Ph.D. program in LALS is the division's second highest priority.

*The division will support the creation of a new School of Education. A full proposal is currently being developed for Faculty Senate and university administration evaluation and approval.

Although the department will leave the division, we expect that collaborations between education and other academic programs in the division will continue to flourish. The new School of Education is expected to be established in about six years from now, provided that economic conditions improve. The creation of a new School of Education is the division's second highest priority along with the development of a new Ph.D. program in LALS.

* In response to a pressing need across a number of social science departments, particularly Anthropology, Education, Environmental Studies, Latin American and Latino Studies, Politics, Psychology, and Sociology, the division plans to establish a new Center for Statistical Analysis in the Social Sciences (CSASS). The center will assemble quantitative researchers from across the division into a coherent group, all focused on advancing the role of statistical analyses in the study of human problems and conditions. The three-pronged mission of CSASS will be to stimulate and support collaborative research across social science disciplines, oversee and teach an enriched range of quantitative courses at the graduate and undergraduate levels which all social science departments can take advantage of, and stimulate and support research designed to inform public policy. The division also envisions collaborative synergies between CSASS and the Department of Applied Mathematics and Statistics (AMS) with regard to research initiatives and curricular overlap at the undergraduate and graduate levels. Deans Art Ramirez (Baskin School of Engineering) and Stephen Thorsett (Division of Physical and Biological Sciences) have expressed strong interest in participating in the establishment and operation of the CSASS. They believe that their divisions can contribute to the functioning of the center in important ways. The establishment of CSASS is the division's third highest priority.

Conclusion

While the plan is being implemented, the division intends to remain nimble and willing to

pursue unanticipated and exciting new opportunities. Such opportunities might involve, for example, cross-divisional collaboration between certain departments in the social sciences (e.g., Anthropology, Politics, and Sociology) and particular areas in the Division of Humanities (e.g., History, Philosophy, and the Language Program). The creation of a new School of Education should provide the division with similar opportunities for cross-disciplinary research and instruction.

The long term goal of the Division of Social Sciences is to elevate particular departments to national prominence, while at the same time continuing to preserve and enhance the quality of undergraduate and graduate education in all departments. This will require the division to hire extraordinary junior and senior faculty to replace those who leave the university in unique areas of existing strength. These new faculty must not only be among the top scholars in their fields, but they also must be superb instructors who are dedicated to undergraduate and graduate education. At the same time, increased collaboration and interdisciplinary programs in research and education will provide opportunities to explore the most complex problems society faces today and will continue to face well into this new century. Faculty hiring will take place as we emerge from the severe economic crisis, thereby providing the social sciences with an opportunity to maintain and perhaps even improve its already excellent undergraduate and graduate programs. This must occur in both disciplinary and interdisciplinary academic programs. Once the campus begins to grow again, certain departments in the division will be able to hire additional faculty and will be in an excellent position to become among the top 20 departments within their discipline in the country.

Whether and, if so, to what extent the general and specific objectives listed in this plan are achieved will provide the metrics to determine the level of success of the plan. For instance,

the degree to which the division is able to restore faculty in departments that have lost a disproportionate number of faculty FTE as a result of the recent budget reductions and are experiencing significant difficulty mounting their undergraduate and graduate curriculum will be measured. At the same time, the degree to which the division is able to protect the strongest departments and Ph.D. programs by preserving and, when possible, retaining superb faculty, hiring new faculty, and increasing undergraduate and graduate student financial support from external sources will be assessed. Other measures of success will include, for example, progress made on a new Ph.D. program in LALS and the establishment of a new School of Education, the amount of money raised from contracts and grants and from private donors, achieved level of faculty diversity and retention, and whether a new Center for Statistical Analysis in the Social Sciences is created and, if it is, how well it is performing.

The plan attempts to be inclusive by maintaining the division's excellence in research and undergraduate and graduate education. At the same time, not every research area in the social sciences will be part of the future evolution of the division and its individual departments and research centers. As time passes, the plan will be reevaluated and revised; goals that are not met will be modified or eliminated and others will be added in their place, and priorities will be reassessed. At this point, the academic plan provides the division with a coherent strategy to leverage its declining, finite resources and maximize the potential benefit of redirecting faculty hires and other resources when this becomes possible in a way that will benefit the entire division. This process will require transparency and open and meaningful communications that ultimately will result in maintaining the stature and historical excellence of various areas of the division in the coming years, a benefit that will be shared by everyone.

Appendix A

List of Departments, Major Research Centers, and Academic Programs in the Division of Social Sciences

College Nine: Global and International Studies

College Ten: Social Justice and Community

Departments

Anthropology

Community Studies

Economics

Education

Environmental Studies

Latin American and Latino Studies

Politics

Psychology

Sociology

Research Centers and Initiatives

Center for Agroecology and Sustainable Food Systems (CASFS)

Center for Collaborative Research for an Equitable California (CREC)

Center for Global, International and Regional Studies (CGIRS)

Center for Integrated Spatial Research (CISR)

Center for Integrated Water Research (CIWR)

Center for Mathematics Education of Latino/as (CEMELA)

Center for Tropical Research in Ecology, Agriculture and Development (CenTREAD)

Chicano/Latino Research Center (CLRC)

Educational Research in the Interest of Under-served Students (ERIU) Center

Institute for Scientist and Engineer Educators (ISEE)

Learning and Experimental Economics Projects of Santa Cruz (LEEPS)

Bruce Initiative on Rethinking Capitalism

Santa Cruz Center for International Economics (SCCIE)

Science and Justice Working Group

South Asia Studies Initiative

Sury Initiative for Global Finance and International Risk Management (SIGFIRM)

Academic Programs (degrees offered)

Anthropology, B.A., Ph.D.

Community Studies, B.A., M.A. in Social Documentation

Economics, B.A. in Economics, B.A. in Business Management Economics, B.A. in Global

Economics, M.S. in Applied Economics and Finance, Ph.D. in International Economics

Education, M.A., Ed.D., Ph.D.

Environmental Studies, B.A., Ph.D.
Latin American and Latino Studies. B.A.
Politics, B.A., Ph.D., B.A. in Legal Studies
Psychology, B.A., Ph.D., B.S. in Cognitive Science
Sociology, B.A., Ph.D.

Faculty Separations by Department Since 2007; FTEs That Were Lost in the Budget Reduction Process

0531 Community Studies

0572 Economics

0389 Education

0088 Environmental Studies

0372 Environmental Studies

0303 LALS/Sociology (Equally Split FTE)

0405 LALS (TAS Base Open FTE)

0408 LALS

0304 Politics

0089 Politics

0726 Politics

0311 Psychology

0344 Psychology

0014 Psychology

0023 Psychology

0005 Psychology

0847 Psychology

0019 Sociology

Frozen Faculty Openings Since 2009

The following ten FTE are vacant as a result of recent faculty separations and are being held open for budgetary reasons. The division is using the salary savings from these vacant positions to pay for lecturers, TAS base commitments, Enhanced Emeriti Program commitments, staff salaries, and other critical division needs.

0160 Anthropology

0341 Anthropology

0402 Community Studies

0532 Economics

0832 Education

0180 Education

0300 Environmental Studies

0080 Psychology

0046 Psychology

0147 Psychology

Appendix B: Five Major Themes Included in 2007 Strategic Academic Plan

I. Culture, learning, and cognition: Cultural anthropologists conduct research on colonial and post-colonial societies and address central elements of religion, language, identity, and other issues related to the evolution of civilization. They are interested in performance, narrative, media, and visual culture as well. Culture is also prominent in the work by research faculty in LALS, politics, psychology, and sociology. In addition, faculty in the Department of Education apply socio-cultural theories of learning to study the acquisition of language, science, and mathematic skills, and their work especially focuses on the education of English learners in the K through 12 public schools. At the same time, cultural contexts in human development and human cognition (including communication, memory, and learning) are being investigated by psychologists. Their studies are also very important for the interface between people and technology, such as computer learning. How learning and the accumulation of knowledge take place in the broader context of society is addressed by faculty in education and psychology. Research on the interconnections between culture and learning is expected to expand in the next several years, offering numerous opportunities for cross-disciplinary and cross-divisional research, such as in the areas of Asian and Muslim studies, with the Division of Humanities.

II. Environment and sustainable societies: UC Santa Cruz has long been known for its excellent work in environmental science and policy. Most of this research has been conducted in the Department of Environmental Studies, where the number of faculty in the social and natural sciences is evenly distributed. The ability of this department to integrate almost seamlessly environmental policy with environmental science is impressive and serves as a model for interdisciplinary research and education for the rest of the campus. Likewise, faculty in anthropology, LALS, politics, and sociology conduct research on topics related to this critical

area (e.g., human-animal interaction, environmental justice, and civil society). Given the increasing need to mitigate environmental problems in the United States and other countries, especially those in the developing world (e.g., air and water pollution, the depletion of natural resources, and climate change), research on how to develop sustainable societies is likely to take center stage in the coming years. As analysts in anthropology, sociology, and especially CASFS have shown, the issue of food and public health is likely to be a major part of the debate concerning environmental protection and the establishment of sustainable societies. Clearly, the location of the campus on the California coast and within proximity to many different agricultural communities offers faculty and students numerous opportunities for research on a wide variety of environmental and natural resource issues as well as food production and safety.

III. Globalization and governance: Greater access to media, technology, and transportation is quickly bringing the earth's citizens closer together. As demonstrated by excellent research conducted in the Department of Economics, cross-border movements of labor, capital, goods, and services are raising questions and concerns about employment, wages, income inequality, and economic growth. Free trade agreements and the globalization of capitalism have led to the creation of large and powerful multinational and transnational corporations whose interventions in both developing and developed nations have been both beneficial and costly. While globalization is taking place, so, too, is the fragmentation of nations as a result of waning national loyalties and stronger group identifications. In certain nations, increased immigration and migration have raised serious issues related to education, employment, labor, human rights, public health, transnationalism, and governance. Faculty in LALS are conducting research on most of these issues. Social movements and issues related to democratization are the subject of a number of studies in politics and sociology as well as in other departments in the social sciences.

Furthermore, the new Sury Initiative for Global Finance and International Risk Management will explore how well domestic and international trading markets convey probabilities of financial success and manage risks in investment. A recent, well attended conference sponsored by the new Bruce Initiative on Rethinking Capitalism (<http://www.rethinkingcapitalism.org/>) in the division reflects the great interest among social scientists in what the future of the global economic system might hold. The Department of Economics includes a highly ranked program in international economics that focuses on various issues related to globalization.

IV. Science, technology, and humans: How humans create and use science and technology as well as the way science and technology affect people is a focus of social science inquiry at UC Santa Cruz. An emerging area within this field is the impact of social media and how new technologies impact particular domains such as cognition, teaching, learning, and interpersonal communications. Cognitive psychologists are doing basic research on perception, thinking, learning, and language, and their findings have important implications for the interface between humans and technology (e.g., computer scientists are applying language structure and development in the design of search engines). Science and engineering are having both positive and negative impacts on society here and elsewhere (e.g., the catastrophic BP oil spill in the Gulf of Mexico), and faculty in environmental studies, politics, psychology, and sociology are studying these impacts. Working closely with faculty in the Division of Physical and Biological Sciences, the Department of Education plays a significant role in Cal Teach, a superb program designed to increase the number of instructors qualified to teach science and mathematics (<http://calteach.ucsc.edu>). As mentioned earlier, faculty in economics, in collaboration with faculty in engineering, participate in the Information Systems Management (ISM) and the Technology and Information Management (TIM) programs. Both programs explore the

application of information technology to support the primary functions and activities of business and government. How best to manage and provide widespread access to information resources is likely to become an even more important concern in the coming years. UC Santa Cruz social scientists, working with engineers, natural scientists, business leaders, and policymakers, can and will make valuable contributions in this area. The close proximity of Silicon Valley offers valuable future research opportunities for social scientists who study different facets of science, technology, and human behavior.

V. Social justice, identity, and power: Many departments (e.g., Sociology) and research centers (e.g., the Chicano/Latino Research Center (CLRC)) in the Division of Social Sciences include faculty whose research focuses on central issues related to social justice, identity, and power. Work in this area varies considerably, from research on race, food, the emergence and maintenance of ethnic identity, and the distribution of wealth to scholarship on gender, sexuality, government institutions, and the law. Many of these research efforts reflect Mancur Olson's theory of collective action, which posits that narrow, private economic interests have a distinct advantage over diffuse citizen groups, such as the homeless, welfare recipients, and the elderly, in organizing and lobbying government to respond to their needs and demands. Other research efforts emphasize the galvanizing power of social movements to fight for social justice in a variety of domains. In another area, the digital divide and other rapid changes in technology are having a new and potentially greater effect on the politics of identity and the stratification system, and some investigators are addressing this phenomenon as well. So long as conflicts among people of varying identities exist and the gap between the rich and poor continues to widen, the subject of social justice, identity, and power will continue to merit balanced and rigorous scholarly inquiry.