Strategic Plan for the School of Social Sciences, Humanities and Arts, 2008-2013

March 24, 2008

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Strategic Plan for the School of Social Sciences, Humanities and Arts, 2008-2013
February 28, 2008

EXECUTIVE SUMMARY

Enrollments in SSHA programs will grow exponentially in the next few years Many new majors have been or will be added, some of which are known to attract large numbers of students. Over 40% of the total undergraduate enrollment is expected to be in SSHA in the near future and, in a longer range perspective, 55-60%. To ensure robust enrollments, the committee on Recruitment and Retention was has been given resources for various types of outreach.

The next five years will focus on strengthening existing programs and disciplines by a thoughtful faculty recruitment plan that assures a balance of tenured and non-tenured faculty and diversity. We will recruit, develop and retain a distinguished and diverse faculty and staff to increase national and international distinction and leadership in learning, discovery and engagement. Faculty will be added as necessary when programs grow and where a marginal addition can lead to new, potentially attractive programs. There will also be an emphasis on building resource pools for interdisciplinary programs, both with SSHA and with other Schools.

The faculty needs to grow by about 15 new positions per year as SSHA undergraduate enrollments grow from the current 616 to about 2,500 in AY 2012-13,.

A total of 17 FTEs are requested for 2008-9, 10 of which are considered the highest priority:

- Health Psychology, Professor
- Sociology, Professor
- Political Science (Behavior), any level
- Health Psychology, Assistant Professor
- Philosophy, Professor
- World History, Assistant Professor
- Musicology , Professor
- Cognitive Science (Visual Perception), any level
- *Media Arts, Lecturer PSOE*
- *African Diaspora, any discipline, tenured (any discipline)/Diversity opportunity*

The two last positions in the above group are considered as strategic positions that will either support the creation of a new major in an area where the critical mass is missing or to potentially increase the diversity of the faculty.

Currently an ‘opportunity recruitment’ is being pursued in History. If this effort is successful a new FTE in history will have a lower priority and the Musicology FTE from the second priority group would be given the highest priority. The African Diaspora position has many emphases possible and has high

priority since there is a great demand from students and because it has a high likelihood to contribute to faculty diversity.

Seven additional positions are needed in the short term, and have been placed in a second group with lower priority:

- Developmental Psychology, Full Professor
- Political Science, any level
- Philosophy, Full/Associate
- Economics, Lecturer PSOE
- Sociology, Full/Associate Professor
- Anthropology (Archeological), Full/Associate Professor
- Spanish Linguistics, Lecturer PSOE

There is also a need for more management faculty. However there are three unfilled positions in management. Furthermore, a proposal is underway to create a Management School. This proposal will outline several positions needed when the school is developed. Many of these positions will be joint positions with the management school and one of the existing schools. The need for management faculty will not be dealt with in this strategic plan.

An important factor in deciding on rank of new faculty is the need for mentoring of assistant professors. A formal mentoring plan should be developed next AY.

0. Overview of the Process and Faculty Support for the Plan

This strategic plan is a outcome of faculty discussions within the School of Social Sciences, Humanities and Arts in Fall 2007 and early 2008. Each of the three sections of the School has produced its own plans, and so have certain interdisciplinary groups. (See Appendix.). This plan is an update of the 2007-08 strategic plan.

The plan discusses the growth of the school and what new faculty positions should be sought for the coming five-years. The faculty discussed the prioritization of positions within the three sections. These rankings were then merged into a final list of prioritized FTEs, based on need demonstrated by student enrollment and strategic considerations.

1. CHALLENGES, VISION AND MISSION

1.1. Challenges

The School of Social Sciences, Humanities and Arts (SSHA) faces the several challenges over the next five years, including:

I. Forging a school that is distinct from but competes with and contributes to the intellectual activities of similarly constituted schools or divisions at other University of California campuses.

II. Developing strong disciplinary and innovative interdisciplinary undergraduate and graduate programs that will both attract and retain traditional and non-traditional students

III. Maintaining the highest standards of research, graduate education, and undergraduate instruction in light of limited resources, laboratory space, and University-based funding in the short-term if not the long-term

IV. Ensuring that the campus infrastructure keeps pace with and can accommodate planned growth within SSHA over the next decade

V. Acquiring external funding to support faculty and graduate student research within fields that often have fewer venues through which to obtain such support

VI. Addressing the special needs of an entering student body generally dominated by non-traditional students, to facilitate learning, decrease attrition, and promote scholastic success

VII. Encouraging a college-going culture within the Central Valley to develop a base of students who are prepared to meet the intellectual, financial, and personal challenges of a University of California education

VIII. Developing an internal structure that can evolve to meet the challenges of a diverse School and the complexities of a modern research university.

IX. Providing a supportive work environment for a proportionally large group of assistant professors, including those from diverse backgrounds.

1.2 Vision

SSHA will be an intellectual leader within and beyond the University of California through innovation based in both core multidisciplinary strengths and interdisciplinary collaboration and problem-solving to meet the challenges, address the changing needs, and facilitate socially responsibility understanding of society.

1.3 Mission

SSHA serves regional, state, national, and international communities as a multi- and interdisciplinary partner within a research-intensive public university committed to innovative and substantive research, excellent teaching, and student-focused learning. SSHA is dedicated to providing depth within a broad range of outstanding undergraduate and graduate programs that prepare students for varied roles as responsible, informed citizens and leaders. Research and academic programs encourage intellectual growth, prepare students for marketable, challenging careers and professions, instill the values of lifelong learning, and encourage civic responsibility, public service, and understanding in a diverse, global society.

2. STRATEGY

2.1 Strategic Actions

SSHA will pursue an aggressive five-year strategic plan. The goals include:

- strengthen existing academic programs and develop new programs through strategic hiring of ladder-rank faculty. Faculty recruitment will consider the balance between different ranks of ladder rank faculty as well as diversity of the faculty as a whole in the School;
- create innovative interdisciplinary research and educational initiatives within and beyond SSHA through University-wide collaboration and knowledge-sharing;
- anticipate and accommodate research and administrative needs (e.g., space) well in advance of critical junctures, and pursue needed funds through University, development, or grant sources;
- interacting with the community through both on- and off-campus events and initiates

2.2. Current State-of-the-School

2.2.1 Faculty

SSHA strives to create a rich learning environment by looking at people and society through the lenses of the many disciplines within the social sciences, humanities, and arts. As summarized in Table 1, 13 disciplines are currently represented by 31.5 ladder-rank faculty within SSHA. If all faculty searches for AY 2007-08 prove successful, 51 ladder-rank faculty will be in place within SSHA by AY 2008-09. The School will offer 8 majors and 15 minors. Nearly all of these existing programs are well represented at other UC campuses - Cognitive Science, as a relatively new discipline, being the exception. At least two new majors will be developed next, depending on whether the requested FTEs will be provided.

Currently, SSHA students account for nearly 40% of the undergraduate population at UC Merced. This share is expected to grow to 50% during the next five-year period as new majors and minors become available for students. In a longer perspective SSHA should, based on the situation at other UC campuses) account for 55-60% of the total undergraduate student population.

Table 1. Faculty by discipline 2007-2009.

DISCIPLINE	AY 2007-08 FACULTY	AY 2008-09 FACULTY
Anthropology	3	4
Arts	3	4
Cognitive Science *	2.5	5
Economics	4	6
Geography†	1	1
History	3	4
Literature	4	5
Management ‡		3
Philosophy	1	2
Political Science	2	4
Psychology	4	7
Sociology	1	3
World Heritage	1	1
Writing Program	1	1
Foreign Languages	1	1
TOTAL	31.5	51

* Includes one half-time appointment shared with School of Engineering in 2007-08 and two such appointments in 2008-09
† Two half-time appointments shared with School of Engineering
‡Faculty in Economics, Geography and Cognitive Science currently contribute to this program

Of the current 32 SSHA faculty members, only 9 are full professors and 23 assistant professors. If all new faculty positions are filled, 8 new tenured professors will join the faculty in 2008-09. Two assistant professors will be promoted to associates professors. This will make the proportion of tenured faculty members 40% of the total faculty. The long-term goal is to reach a 60-65% figure. Several assistant professors are expected to go up for tenure in AY 2008-09.

The SSHA faculty is committed to promoting diversity at all levels. Currently our faculty is 28 %, female, 72.3% Caucasian, 13.9 % Hispanic, 11.1% Asian American, and 2.7% Native American.

The last two years' recruitment has resulted in a less diverse faculty. To reverse this trend and to further foster diversity, this plan undertakes several actions: (a) recommending the adoption of a diversity plan (drafted AY 2005-06); (b) recommending several hires in all areas to generate diverse pools; (c)

increasing the proportion of senior faculty, who can mentor diverse assistant professors; and (d) taking active steps to provide a supportive environment to retain diverse faculty.

2.2.2 Curriculum

AY 2006-07 has been a year for curricular reorganization at SSHA, as founding programs have achieved critical mass of faculty and attracted substantial enrollments in both majors and courses. Part of this reorganization has been aimed at defining programs that are readily recognizable to non-traditional students who form that basis of much enrollment at UC Merced. The two founding majors of Social and Cognitive Sciences (SCS) and World Cultures and History (WCH), respectively, have ceased this academic year, and new, more marketable majors have been approved in their place. By the end of AY 2007-08, SSHA majors will consist of:

1. Cognitive Science
2. Economics
3. Psychology
4. History
5. Literature
6. Management
7. Political Science

One new major (Anthropology) will be offered 2008-09, pending final decision by UGC. Furthermore two majors will be developed, Sociology and GASP (Global Arts Program), pending EVC approval of and support for the recommendations for resource allocation outlined in this Strategic Plan (see Section 3.4). In addition to these majors, 15 minors are currently offered through SSHA—American Studies, Anthropology, Arts, Cognitive Science, Economics, History, Philosophy, Political Science, Psychology, Services Science, Literature and Culture, Spanish, and Writing.

SSHA also contributes to undergraduate education at UC Merced through general education. Students in Natural Sciences and in Engineering take courses in SSHA, including a required course in Humanities and a required course in Social Sciences in addition to two additional courses from SSHA for their general education requirement.

Two graduate programs are also currently supported by faculty within SSHA. The graduate program in Social and Cognitive Science draws on faculty within Anthropology, Cognitive Science, Economics, Sociology, Philosophy, and Psychology. The graduate program in World Cultures is an interdisciplinary program that brings together faculty from Anthropology, History, Heritage, Literature, and Philosophy.

SSHA also offers courses in a variety of foreign languages, including Chinese, French, Japanese and Spanish. The SSHA faculty approved a foreign language requirement as an addition to the School's General Education requirement in Spring 2007. The faculty considered pedagogical reasons and funding implications and recommended that SSHA students, originally starting with incoming new Freshmen in Fall 2008, to complete levels 1 and 2 of a foreign language (the first year of language study) to meet SSHA GE. More importantly, the addition of the foreign language requirement would make the SSHA GE consistent with seven of the other eight UC campuses with undergraduate programs. The Provost has not approved this requirement because of the resources that it would require and the issue of foreign language requirement will be discussed within SSHA again.

SSHA also houses the UC Merced Writing Program, which provides the majority of instruction for most UC Merced freshmen (WRI 1, WRI 10, and CORE 1), as well as an increasing number of lower and upper-division general education courses.

2.2.3 Undergraduate Enrollment

As of the Fall 2007 term, SSHA students totaled 616, or approximately 37% of the 1,671 total undergraduate students on campus. With the start of new majors popular at other UC campuses, we anticipate that the number of SSHA students will grow to 2,400 by the beginning of the Fall semester 2012[i]. The distribution of the students among the different majors is somewhat complicated to describe, since students began to change their declared majors during the Fall 2006 when new majors were offered. Table 2 shows the distribution of students between the different majors as of census data of spring semester 2008.

Table 2. SSHA student distribution by major AY 2007-08.

Major	**% of Total**
Management	20.9%
Psychology	36.0%
Political Science	10.1%
Cognitive Science	7.0%
History	6.2%
Literature	4.5%
Economics	4.2%
Social and Cognitive Science	2.9%
World Cultures and History	2.9%
Undeclared SSHA	5.2%

The students in the Social and Cognitive Science major and the World Cultures and History major will transfer into one of the other seven majors. The majors no longer exist.

The Student FTE by discipline will change considerably over the next few years as new faculty are recruited and new programs are started. Table 3 reflects calendar year 2006.

[i] It is anticipated that the total student count will grow by 800 each year and that the SSHA share of this count gradually increase from 35% to 40% over the next five years

Table 3. Student enrollment by discipline 2007.

Discipline	Student FTEs	% of Total	Student FTE by IoR	% of Total
Anthropology	36.3	2.3%	39.5	2.5%
Arts	68.3	4.3%	69.3	4.3%
Cognitive Science	79.2	5.0%	121.7	7.6%
Economics	74.7	4.7%	94.7	5.9%
History	119.7	7.5%	119.7	7.5%
Foreign Languages)	78.1	4.9%	78.1	4.9%
Literature	50.7	3.2%	54.7	3.4%
Management	114.7	7.2%	51.7	3.2%
Philosophy	47.7	3.0%	48.3	3.0%
Political Science	104	6.6%	121.1	7.6%
Psychology	338.7	21.3%	319.7	20.0%
Sociology	76.8	4.8%	76.9	4.8%
Geography	0.5	0.0%	2.9	0.2%
Heritage	1.6	0.1%	1.6	0.1%
Writing Program	396	25.0%	396	24.8%
Total	1587	100.00%	1595.9	100.0%

2.2.4 Graduate Groups

SSHA faculty currently participate in two graduate groups—the World Cultures graduate group (WCGG). Social and Cognitive Science graduate group (SCSGG).

WCGG

Fifteen faculty members in history, literature, anthropology, the arts, philosophy, and foreign languages are affiliated with the WCGG. This graduate program offers regular and individualized, research-based courses of study that explore cultures in both their local manifestations by focusing on the rich cultural and historical heritage of California, the San Joaquin Valley, and the Sierra Nevada in a global context. The program pays particular attention to world cultures in their historical, political, material, and literary manifestations, and to the effects of immigration and migration on society and cultural change. Both disciplinary and interdisciplinary courses are offered, while students may also take courses within other graduate programs or Schools at UCM. Currently, there are 15 graduate students in the WCGG, 12 in the Ph.D. program and 3 in the M.A. Twenty additional students applied to the WCGG for admission in Fall of 2008, and it is anticipated that approximately six new students will enter the program at that time. Admissions rates for the program confirm that demand greatly exceeds the program's ability to admit all qualified applicants. For the past two years, admission percentages have been 25% and 30% of applicants; by far, the most common reason for denying admission has been the lack of faculty to supervise students. This suggests that, given appropriate growth in FTEs, the WCGG could easily become one of the flagship, most vibrant graduate programs at UC Merced.

In the planning period covered by this strategic plan, it is anticipated that the faculty, curriculum, and graduate student body of the WCGG will continue to grow as an interdisciplinary program with several emphases. The current WCGG structure provides a distinctive interdisciplinary experience for students, and also serves as a venue for innovative collaborative teaching and research for faculty.

Although the program is yet to produce its first graduates, it is anticipated that M.A. students will continue their studies in an appropriate Ph.D. program, and that doctorates will find employment in academia or in private or public positions such as museums, presses, and governmental agencies. During this five-year period, some traditional disciplinary programs may also emerge from this group, although such efforts have yet to be initiated. Such diversification will depend, in part, on the growth of disciplinary faculty and necessary critical mass to pursue such programs. Still, given the scholarly opportunities created for students and faculty through the WCGG, this program will likely serve UCM for at least the next five years.

SCSGG

The social and cognitive sciences (SCS) graduate group is the broadest graduate group at UC Merced, spanning the following disciplines: anthropology, cognitive science, economics, management, philosophy, political science, psychology, and sociology. Each of these disciplines would likely constitute its own graduate group at a mature university; some, like psychology, could easily span two or three graduate groups. The breadth of SCS has already led to a relatively large number of total faculty (23) and a growing number of students (16 in 2007-2008, adding about 7 in 2008-2009). Also, the breadth of SCS lends itself well to interdisciplinary research and well-rounded graduate students.

At the same time, the breadth of SCS poses some challenges. Each discipline, taken alone, faces the "critical mass" problem of having only a small number of faculty, each with other responsibilities including building undergraduate majors. Hence, putting on a sufficient number of graduate courses in each discipline is challenging, and the overlap between needed graduate courses in some disciplines can be as low as zero, e.g., anthropology versus economics versus psychology. The SCS graduate group has taken several approaches to this problem, including having some shared graduate courses (e.g., for both cognitive science and psychology students), cross-listing graduate courses with upper division undergraduate courses (with additional requirements for the graduate version), obtaining an outside instructor to teach one graduate course (advanced psychological statistics), only admitting graduate students (in economics) who already have Masters degrees and do not require coursework, and, in some disciplines, not admitting any graduate students at all because the needed courses cannot be given. The critical mass issue within each discipline can be addressed by additional faculty hiring, as specified in the SSHA strategic plan.

Because the SCS graduate group is a conglomeration of so many disciplines, it is considered by faculty to be an incubator for future, more focused graduate groups, rather than being an end in itself. These future graduate groups would be more workable in terms of governance and each would be more able to specify a common set of courses required by all of its graduate students. Planning for future graduate groups (e.g., CCGA proposals) is furthest along in cognitive science and psychology, with some discussions already taking place in economics and political science. Again, the establishment of these future graduate groups will depend on additional faculty hiring.

Another challenge faced by SCS is lack of laboratory space, for cognitive science and psychology particularly, and for anthropology. Conducting laboratory-based research is an essential element of graduate student education in these disciplines. The Classroom and Office Building, by design, has zero laboratory space. Although the future Social Sciences and Management building will address this issue to some extent in 2010, current laboratory research is being housed in converted faculty offices, which will soon be needed for faculty. Hence, there is serious concern about laboratory space for SCS in the 2008-2010 period.

Finally, it should be noted that most SCS graduate students are funded by teaching assistantships, although there are a few supported by industrial funding or faculty research grants. In general, SSHA faculty do not have start-up packages that are conducive to supporting graduate students. In the medium term, SCS faculty plan to apply for external funding such as training grants. Currently, graduate student growth in SCS is closely tied to, and limited by, the growth of teaching assistant funding in SSHA.

3. GOALS AND STRATEGIES

SSHA's vision acknowledges that higher education will be challenged to meet the needs of society in the 21st century. UC Merced must be positioned to accept this challenge and responsibility, so that we can lead advances in educational innovation, scientific discovery, creative expression, and artistic production by fostering an atmosphere of intellectual excitement, innovation, and entrepreneurship. To exploit our comparative advantages and identify opportunities for fruitful collaboration beyond our boundaries, we remain committed to interdisciplinary research and education, not only within and across academic fields and schools, but also across institutional, national, and cultural boundaries. We will continue to focus our attention and resources where we can achieve excellence and comparative advantage in achieving our mission.

3.1 Research Opportunities and Funding

SSHA's goal is to develop and maintain sufficient internal and external funding to carry out innovative research and realize objectives of outstanding research and teaching. Multiple and varied sources of funding will help promote research that distinguishes SSHA faculty and programs from similar programs at other UCs, while research funding will also help support graduate students and provide undergraduate research opportunities that will attract students to our school. Faculty in several disciplines in SSHA have already been very successful in securing significant external grants. This is particularly apparent in social sciences including cognitive science, economics, geography, and psychology. Grant sources in these disciplines include the National Institutes of Health, National Science Foundation, the National Atmospheric and Oceanic Administration, Centers for Disease Control, and the TIAA-CREF Institute. In the years to come, such disciplines may also attract funding from university partnerships, such as UCOP Discovery Grants and CITRIS, and the private sector, including information technology and high-tech businesses such as Google, IBM, and ESRI. Other disciplines in the social sciences including anthropology, economics, and sociology have access to funding opportunities through both local and national granting agencies and foundations. Although the amount of such funding is usually more modest than that available for research in natural sciences or engineering, valuable, high-impact research can be undertaken with such support. The specific types of research undertaken are discussed in the disciplinary strategic plans included appendices to this document.

The humanities, on the other hand, generally have fewer opportunities for external funding and, thus, faculty often have difficulty attracting and securing such funding for research in traditional fields. Rather, the humanities often must look to internal funding to support both faculty and graduate student research, although there are other opportunities via programs such as UC-Mexus. Faculty in literature and cultures at UCM have also suggested that this program may serve as a model to develop strategic partnerships with universities in Spain and North Africa to further support faculty and graduate student research on transatlantic literature and culture of the Spanish-speaking world. In addition, innovative interdisciplinary programs or multidisciplinary "research pillars" such as those envisioned in world heritage, public culture, spatial analysis, global peace and security, health, cognitive and information sciences, decision sciences, and labor studies may serve as vehicles to attract grant monies that can contribute to research in underserved disciplines across the social sciences and humanities. These opportunities may include targeting grant funds specifically earmarked for collaborative or interdisciplinary research from traditional sources such as the National Science Foundation. Conversely, some interdisciplinary programs may be able to access funds from entirely new sources. For example, the signature program in world heritage may attract funding from UNESCO.

Regardless of funding source or the amount of grant money available, however, the development of research opportunities in the social sciences and some interdisciplinary programs is threatened by the lack

of research laboratory space in the social sciences. The new building for Social Sciences and Management, which will house laboratories for faculty in the social sciences, will not be completed until January 2010, at the earliest, and the current office and laboratory space in the Classroom and Office Building will not be sufficient for the projected growth of the school before 2010. Lack of necessary research laboratory is already having a negative impact on research in cognitive science, psychology, anthropology, and other fields, and promises to have an increasingly detrimental effect on faculty research over the period covered by this strategic plan. A working solution is critical, especially given the large percentage of assistant professors. Inadequate lab space puts these faculty members at risk given that they will be largely evaluated on research productivity at tenure time.

3.2 Teaching Opportunities and Enrollment

As a school with a broad range of disciplines at a brand new campus flanked by a School of Natural Sciences and a School of Engineering, SSHA is in a good position to build and sustain innovative yet substantive interdisciplinary instructional programs over the next five years. At the same time, SSHA will continue to serve the campus by offering majors and minors in disciplines that traditionally attract the most students to UC campuses, and by contributing instruction to general education and as electives. To boost enrollment at UC Merced, SSHA will continue to develop strong disciplinary and innovative interdisciplinary programs. In academic year 2007-08, SSHA faculty offered a proportionally large number of courses, including 65 lower-division; 82 upper-division; 21 graduate courses. These figures do not include the large number of WRI 1, WRI 10 and CORE 1 sections taught by our Writing Program faculty or the growing number of independent and group study offered by our ladder faculty.

SSHA disciplines will continue to attract the most students to UC Merced, just as they do at the other UC campuses, while US statistics for fields such as anthropology and sociology demonstrate growing demand for such majors within the United States. The diversity of minors within SSHA also serves students across campus, preparing them for more thoughtful and nuanced understanding of their world and interactions with clients and stakeholders in future careers. SSHA has added several new majors and minors during AY 2007-2008 in order to satisfy student demand and increase recruitment and retention, as well as increasing the array of courses offered in foreign languages and the writing program. SSHA majors are considered practical for future careers in diverse areas such as business, journalism, social work, and politics, as well as professions such as law and medicine. Traditional disciplines including psychology, economics, management, and history are readily recognizable to potential students and accessible based on their high school education, while other programs such as anthropology and cognitive science may attract students who initially come to UC Merced intending to major in disciplines within Engineering or Natural Science. Although many disciplines within SSHA require quantitative skills, these requirements are often considered less onerous by students than the many prerequisites and required courses within some majors in other schools.

The primary obstacle to meeting the challenge of increasing enrollment and meeting student demand for more classes, majors, and minors within SSHA is the lack of necessary faculty. In some cases, this reflects limited FTE for new faculty hires to meet demand, while in other cases, understaffing reflects the difficulty in attracting faculty to UC Merced in particular disciplines. In the former case, existing programs such as psychology are currently understaffed and courses in political science have been overenrolled to meet demand, while other programs such as sociology and arts lack the necessary faculty to initiate a major. With respect to psychology, this major is not only the most popular major at UC Merced, it also enjoys the same success at nearly all UC campuses. Sufficient faculty in such programs is necessary to ensure continued growth in student enrollment at UCM. Similarly, comparative statistics for other UC campuses indicate that the sociology major will attract significant numbers of students to UC Merced, but there must be sufficient allocation of FTE to this and other disciplines to allow popular

majors to develop. Understaffing in other disciplines may reflect the highly competitive job market (e.g., management) or the perceived lack of resources such as intellectual centers (e.g., public policy) at UC Merced. Laboratory space issues may also negatively impact our ability to attract and retain top faculty in disciplines such as psychology, while limited library resources may undermine growth in disciplines such as literature.

While obstacles to teaching and enrollment exist, there are also some opportunities for growth and innovation in these areas that are unique to UCM given the start-up nature of the university. Particularly important in this regard is administrative and SSHA faculty support for signature interdisciplinary programs that will allow us to attract students beyond traditional disciplines available at other UC campuses and, even, other research universities. The success of cognitive science is an excellent example of the teaching and enrollment opportunities created by interdisciplinary thinking, and this serves as one model of how UCM can create signature programs that distinguish it from other UC campuses. Similarly, the strategic plan for philosophy calls for an innovative focus on "applied philosophy," which will likely attract students to UCM and serve students majoring in diverse disciplines from management to political science to the natural sciences. Other signature programs may include world heritage and spatial analysis – the former is not represented at any other UC campus, while the latter would be a significant contribution to the UC system, as a whole, and promote collaboration across all three schools at UCM. Similar cross-school collaboration in teaching may develop with the anticipated environmental science and policy program. SSHA is also actively working toward the development of new majors in sociology and global arts within the next academic year, with the latter representing a unique approach to the arts within the UC system and beyond. Majors in Spanish, and philosophy are also anticipated shortly thereafter, while other majors such as American studies and minors such as spatial analysis and world heritage are also planned.

While specific data and action plans for each SSHA discipline are included in the appendices, this discussion highlights threats that cross-cut disciplines. SSHA must be able to build out existing disciplines into majors to attract more students to UC Merced and have resources sufficient to meet what we anticipate will be significantly increasing enrollments. These efforts will also have to be accompanied by support to increase instructional infrastructure (i.e., more class rooms and lecture halls) to keep pace with growth. This is particularly true since many programs and majors will be competing for existing infrastructural support, and it appears that classroom space will be a significant bottleneck limiting the growth of UCM, as a whole.

Strengths = disciplines represented within SSHA have traditionally attracted the majority of students to UC campuses, and will likely continue to do so at UC Merced. Majors are considered practical/useful to diverse future careers, as well as professions such as law and medicine. Traditional disciplines are readily accessible/recognizable to potential students, and other programs will likely attract students who initially come to UC Merced intending to major in disciplines within Engineering or Natural Science. Although many disciplines within SSHA require quantitative skills, these requirements are often not considered as onerous as the many prerequisites (and required courses) within other majors in other schools.

Weaknesses = too few faculty to meet demand in some popular areas. Difficult to attract faculty in some of these areas (e.g., management)

Opportunities = (moral) support for innovative interdisciplinary programs that will allow us to attract students beyond traditional disciplines available at other/all UCs (and even CSUs).

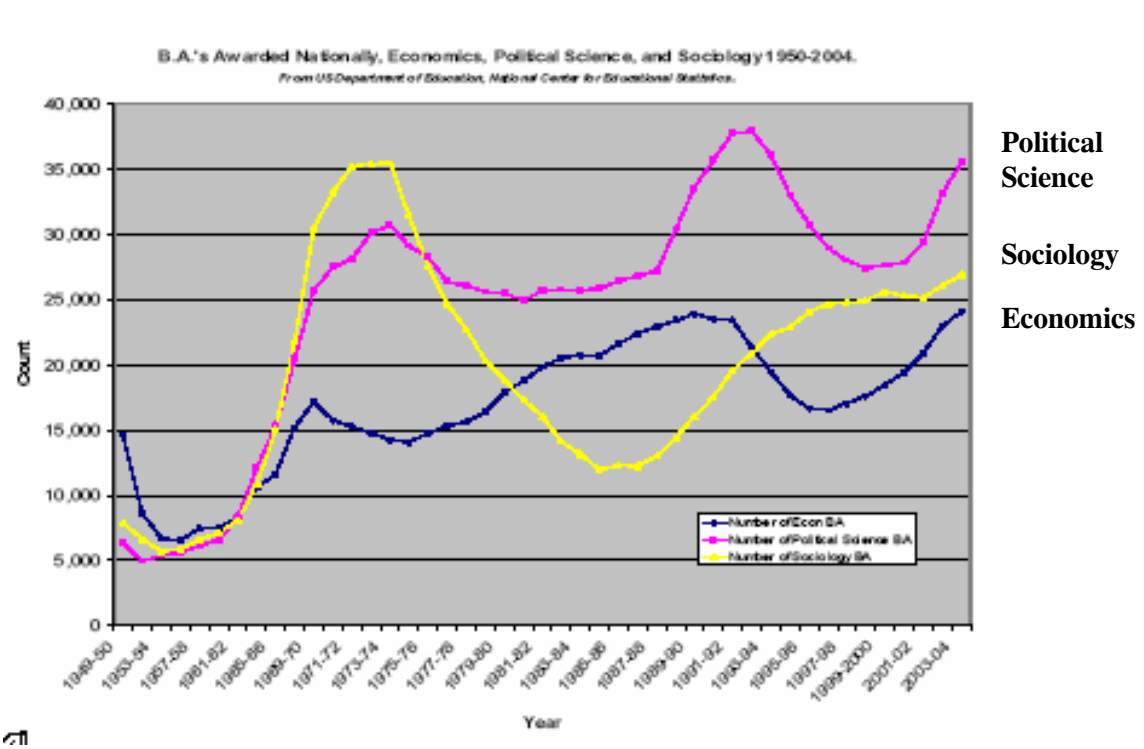
Threats = must be able to build out existing disciplines into majors to attract more students to UC Merced and have resources sufficient to meet what we anticipate will be

significantly increasing enrollments. May also need instructional infrastructure (i.e., more class rooms, labs and a larger lecture hall than Lakireddy Auditorium) to keep pace with growth, particularly as other/multiple majors/programs will be competing for that infrastructural support.

3.2.1 Emerging educational needs

SSHA will focus on strengthening the existing eight majors (including Anthropology that is pending approval) and open new programs when available resources are at hand.

Sociology is one of the most popular majors throughout the UC system, on individual campuses and across the nation[ii]. However, there is only one Sociologist in SSHA. In a time of limited resources, it is impossible to build every major that is represented in typical social science schools.



However, given Sociology's prominence at the undergraduate level in both the system and nationally, it is important for SSHA to move quickly and aggressively so that a major can be started on campus soon.. This will require the addition of at least one new faculty position. A Sociology program can also help build the Management program. At most universities with Management programs, Sociologist play an integral role in a variety of working groups and emphases. They contribute knowledge to areas such as Behavioral Studies, Entrepreneurship, Organizational Studies, Decision Sciences, and others.

A **Geography** program should be built jointly with the other two schools. Geographic analysis can contribute to excellence in every discipline of the university. It would also support a future program in Urban and Regional Planning. With the emergence of ubiquitous and intuitive services such as Google Earth, awareness of the spatial perspective is becoming more widespread, and scholarship, publishing and instruction are increasingly employing spatial analysis. Students recognize this, filling GIS classes wherever they are offered and developing highly marketable expertise. The Park Service, one of this

[ii] Sociology typically accounts for 10-15% of total enrolment in Social Sciences, Humanities and Arts

region's largest employers, is forced to offer GIS courses in-house because they do not have sufficient appropriately trained staff. About one-third of all current UC Merced faculty incorporate spatial analysis into their research. Within SSHA, faculty who employ an explicitly spatial perspective include individuals in Anthropology, Economics, Geography, History, Heritage, Literature, Political Science and Sociology. The plan for Geography is further described under 3.3.2b.

UC Merced emphasizes undergraduate education in the **Arts**. The growth of digital technology has brought about an opportunity to bridge the separation between the arts and sciences which grew out of the industrial revolution and increased during last century. The rapid technological development that characterizes our times requires new approach to education which emphasizes adaptability and creativity, as well as integration and inclusivity made possible by digital technology. A new **Media Arts Technique Program** plans to function on several levels. The proposed curriculum emphasizes the essentially interdisciplinary character of contemporary arts by giving students the opportunity to sample multiple art disciplines and techniques from fine arts to performing arts, from traditional to experimental. The plan is to offer technique courses in the following art forms: Architecture, Digital Media Graphics, Digital Film-Making, Drawing, Music (Voice, Instrumental Music, and Composition), Painting, Performing Arts (Acting, Directing, and Dance/Movement), Photography, Sculpture and Ceramics. Art technique courses will be offered to all UC Merced undergraduate students. The Media Arts Technique Program Major will be individualized. Each student will be able to create his or her own course of study, choosing courses amongst the above mentioned art disciplines.

Management at UC Merced works with a wide range of different programs and areas within the university. The **Management Major** and **Management Minor** focus on providing future business leaders with the high-level quantitative, communication and problem solving skills they need to succeed in the 21st century economy. The minor in management is offered to allow students in other disciplines or schools to obtain advanced training in management. While Management has a well-established core curriculum in Economics, Accounting, Strategy and Finance, the undergraduate program emphasizes the natural connection with Cognitive Science as well as Engineering. The SSHA approach is for students to learn to integrate key ideas from across subject areas to understand all the dimensions of a given issue and relate these to the central elements of management before drawing a conclusion. **Creativity, innovation** and **entrepreneurship** are emphasized. In the short term management will seek to build a strong disciplinary base in management as well as work to build interdisciplinary links within SSHA to support our current major. In the longer term there is an opportunity to expand the management program and complement programs in engineering and natural sciences with courses, and maybe a minor and/or minor, in **Management of Technology.** This would require integrating management training and education with programs in engineering and science while at the same time educating leaders that are well-rounded in many disciplines. There are special opportunities to build on existing strengths at UC Merced and establish special tracks in **Information Systems Management** and **Natural Resources Management**. With discussions about a future School of Medicine, there also exists a unique opportunity to incorporate **Health Care Management** into the future curriculum. SSHA will collaborate with the planned School of Management to establish such interdisciplinary programs.

In the inaugural year of 2005-2006, UC Merced offered courses on only one **foreign language**: Spanish. This situation changed and SSHA started offering elementary French and Japanese in fall 2006, and elementary Chinese in Spring 2007. During the current academic year UC Merced students can take the long distance course "Arabic without Walls," an introductory Arabic course that will receive resource assistance from the UC Consortium for Language Teaching and Learning.

Because of the importance of foreign languages in the academic education, the professional future of students, and the understanding of other cultures, we believe that foreign language learning should have a stronger presence in UCM majors. Unfortunately, some majors leave little space for students to take courses outside of their field. However, SSHA is committed to foreign language education. The SSHA faculty approved the requirement as an addition to the School's General Education requirement in Spring 2007. The faculty recommend that SSHA students complete levels 1 and 2 of a foreign language (the first year of language study) to meet SSHA GE. More importantly, the addition of the foreign language requirement makes the SSHA GE consistent with seven of the other eight UC campuses with undergraduate programs. The Provost did not approve the requirement based on CAPRA's

3.3 Interdisciplinary opportunities

The development of research and/or educational programs that set us apart as School and University is critical to our short- and long-term success within the UC system and beyond. Likewise, such success is necessary to fulfill our vision of addressing the needs and challenges of society. Given that traditional disciplines represented at UC Merced are also available at all other UC campuses, our greatest potential for distinction and innovation lies in interdisciplinarity.

SSHA has done well in terms of initiating and implementing interdisciplinary research on the campus, both within the school and across the university. A number of innovative programs have already emerged. Examples include various programs within SSHA and across schools. World Cultures and Heritage , for instance, integrates Literature and History within SSHA. The Arts program interacts with cognitive science program that spans all Schools on the campus. And Cognitive Science and Environmental Geography both successfully combine efforts from SSHA and the School of Engineering. Spatial Analysis has generated interest in faculty across SSHA and all three schools. SSHA faculty are also included within the Sierra Nevada Research Institute. A solid foundation in interdisciplinary work -- the path is already forged -- will ensure excellence in research and teaching, promote new hybrid programs, encourage entrepreneurship and facilitate the acquisition of extramural support in the years to come. It will be critical to continue to implement and maintain interdisciplinary research and teaching efforts in the next five years and beyond. The challenge will be to pick and choose new programs carefully, and to support the efforts that seem most tangible and viable to the success of SSHA and its students, and more generally, to the success of UC Merced.

Strengths = Many faculty are already committed to interdisciplinarity. The program in COGS and minor in American Studies already exist, and signature programs in World Heritage and Global Arts and Labor Studies are underway..
Weaknesses = Unfortunately, there are also many faculty who have not committed to or envisioned opportunities for interdisciplinarity that draw on their fields, or they have expressed reluctance to participate in such programs or research since tenure and promotion decisions may not reward such work. Such resistance may hamper efforts to develop interdisciplinary studies that encompass other disciplines.
Opportunities = SSHA is in good position to form interdisciplinary teams, often with the other schools on campus, to tackle the major societal issues that not readily fits into a single discipline. Issues such as poverty, equality, clean water and air, traffic problems are examples that are pervasive in the Central Valley.
Threats = underfunding, reward (tenure/promotion) based on traditional disciplinary breakdown

3.3.1 Entrepreneurship

Innovation drives economic growths. University research is a key component of innovative capacity. In an increasingly dynamic and global economy, the infrastructure is inefficient at moving university

innovations to the marketplace. University researchers need guidance to commercialize their innovations. It is for that reason entrepreneurship programs of various kinds are emerging at many universities around the world.

Together with the two other Schools, SSHA will take initiative towards establishing an Innovation and Entrepreneurship Center at UC Merced that proactively promotes entrepreneurial spirit throughout all Central Valley schools and colleges. The center will be a platform for networking of different disciplines, recognizing that scientific discovery and technology has transformed and will continue to transform the way human beings labor, live, and learn.

Because entrepreneurship is such a multi-disciplinary, opportunistic and dynamic phenomenon, the Center will emphasize integrated, applied, hands-on learning, and will bring together students, entrepreneurs, mentors, alumni, faculty, and business advisors from diverse backgrounds to work on real-time projects. As the only research university in this region, UC Merced has an opportunity to study and actively take part of the transformation of discoveries in all sciences to new services and products. There will also be a strong emphasis on social entrepreneurship as well as on venture creation based on science and technology in general and biosciences, energy, environmental sciences, and information technologies in particular. Such ventures require the combined knowledge from many disciplines..

The Entrepreneurship Center's will develop a “Business Application Lab” that provides a supportive work space for teams working on new venture projects as either entrepreneurs or consultants. It will also be a home for a network of mentors, business advisor partners, faculty, students, and staff. The Lab is meant to provide a creative, confidential, and collegial space for the development of new business concepts.

3.3.2. Geography

Geography is the study of the Earth and its features, and of the distribution of life on the Earth, including human life and the effects of human activity. Geography programs at other institutions typically consist of three elements: tools for Spatial Analysis, Human Geography, and Physical Geography. Environmental Geography is a field that combines aspects of Physical and Human Geography and looks at interactions between the environment and humans. Environmental Geography degree programs provide students with the knowledge and skills required to analyze environmental questions and to recommend solutions. Spatial Analysis and Environmental Geography are the areas with the greatest immediate opportunity for Geography to contribute to the development of world-class teaching and research programs at UC Merced. Building a more sustainable civilization is an urgent challenge for humanity in the coming decades--as we confront inter- related challenges related to climate change, energy supplies, pollution and land use--and should be the central concern of an Environmental Geography program at UC Merced. Tools and conceptual frameworks for Spatial Analysis will be critical to analyzing and addressing these challenges, and Geography should support the integration of these skills into educational programs at UC Merced.

Geography presently has only two 0.5 FTE appointments. Competing needs for scarce new FTEs will limit the rate of growth of Geography faculty for some time to come. By focusing on program development where existing faculty resources can be leveraged across the Merced campus, Geography can contribute to programs that can be created immediately with robust faculty support. The immediate goals for Geography in SSHA are:

1). To work with other faculty in SSHA and across the campus to develop a unique Spatial Analysis minor program that makes a cross- school contribution by teaching tools for spatial analysis that can be applied across diverse disciplines, serving students in many majors.

2). To participate in the development of cross-school undergraduate degree programs in Environmental Science, Policy and Management.

An FTE in Spatial Analysis, with an emphasis on methods, would be a crucial addition to Geography that would make SSHA a key partner in cross-school programs, and help to anchor a cross-school Spatial Analysis minor within SSHA. In addition, opportunities for split hires should be pursued. FTEs for sustainability, spatial analysis, resource management and environmental health figure in the strategic plans for ES, ENG, and/or NS. These are all FTEs that, depending on the candidate, might be appropriate for split appointments in Geography, creating further opportunities to leverage resources within the schools and to build research and educational collaborations across the schools.

3.3.3 Comparative Race and Ethnic Studies

Comparative Race and Ethnic Studies will develop as an interdisciplinary program with opportunities for teaching and research on topics of race and ethnicity from both domestic and international comparative perspectives. The interdisciplinary program will focus particularly on the histories of racialization and ethnic formation in the US, with attention to African Americans, Chicanos/Latinos, Native Americans and Asian Americans. Understanding race and ethnicity in the US involves the study of diaspora and migration from both historical and contemporary national and transnational contexts. The program will emphasize the relationship between social structure and social inequality and literary, artistic, and overall cultural practices with attention to other intersections of social stratification such as gender, class, and sexuality. Among the core SSHA disciplines that may contribute to the Comparative Race and Ethnic Studies curriculum are history, literature, global arts, sociology, anthropology, economics and political science. A new position to support research and education on the African Diaspora would support the SSHA goal for developing this interdisciplinary program for which we know there is a strong student demand.

3.3.4 Global Studies

This term incorporates the study of international relations, migration, transnationalism, comparative politics and literatures, area studies, foreign languages and cultures, world and regional histories, international economics, foreign trade, and studies of global phenomena in all disciplines and for all world areas. In short, it includes the entire range of scholarship and education that touches upon structures, processes, societies, works, cultures, histories, policies, and traditions of the world outside of the United States. Every SSHA-affiliated discipline at UC Merced either already includes faculty with global, comparative, or international interests, or plans hiring in these fields.

Global studies is a critical area of planning both within SSHA and in coordination with the entire university. Every research university has structures to support and advocate cross-disciplinary research and education in foreign languages, cultures, and societies, and the transnational processes that bring them together; mechanisms to help faculty build relationships with international colleagues; institutions to coordinate exhibitions and performances by visiting international artists; and offices to manage student fellowships such as FLAS, Fulbright and NSEP, and staff to direct study abroad experiences. At present, all of these functions are lacking at UC Merced. While many of these activities will not be housed within SSHA, much research and all instruction will be located in the school.

The mission statement for the School of International and Area Studies at Berkeley provides one suggestion about the range of services that a campus global studies institution can provide: "IAS is dedicated to promoting all aspects of international and global studies at Berkeley. It oversees and works

with research units and programs concerned with non-US areas and issues from Africa to Southeast Asia, International Economy to Romance Studies. IAS provides a range of services, including study abroad and faculty exchange, and hosts a range of interdisciplinary teaching programs."

Global Studies is the name of a new undergraduate major at University of California, Riverside. Its broad-based steering committee includes faculty representation from Anthropology, Sociology, History, Political Science, Psychology, Philosophy, Economics, Comparative Literature, Music, Religious Studies, English, and Environmental Studies. The mission statement of this new major provides a contemporary perspective on the concept of global studies: "Global Studies is a broad-based study of processes and problems that transcend national boundaries, preparing students to become global thinkers and problem solvers for the twenty-first century. Global Studies crosses disciplines, drawing on the fine arts, social sciences, humanities, and sciences. The Global Studies major includes the study of global historical processes that have made the world more interconnected, as well as contemporary issues of global politics, violence, security, global migrations, travel, social movements, global literature, arts and media, the global economic system of trade, finance and labor, global health and disease, and environmental change and sustainability. Students are grounded in two disciplines, as well as a single geographic area of study and a foreign language. Global Studies is a way to give powerful support to re-conceptualize the meaning of place in the contemporary world and to retool faculty and students to become global thinkers. It focuses on transnational processes rather than relations among nations."

A new position to support research and education on **African Diaspora** would support the SSHA goal for accomplishing its mission.

3.3.4 World Heritage

World Heritage is an emerging interdisciplinary area that includes architecture, history, archaeology, art history, geography, anthropology, planning, law, and other disciplines. As outlined by UNESCO, World Heritage studies take an explicitly global perspective on the "protection, conservation and enhancement of cultural and natural heritage" objects, sites, and districts around the world (http://whc.unesco.org). This field encompasses formulation of national and international policy; the domestic management of heritage sites, including consultation with stakeholders; and the representation of heritage resources to both domestic and foreign audiences either on-site or through digital media. Practitioners must also confront challenges ranging from war to poverty to concepts of intellectual property in an increasingly globalizing world. Thus, faculty in this field bring together the humanities, social sciences, policy, and management, consistent with the interdisciplinary intent of the World Cultures program within SSHA.

During the next few years a unique interdisciplinary undergraduate and graduate program for students with interests in global cultural and natural resource management, representation, or policy should be built.

UC Merced is particularly well-positioned to contribute to the professional development of, and research within, World Heritage given existing faculty strengths in disciplines such as Anthropology, Earth Systems Science, History, and Management, as well interdisciplinary centers such as the World Cultures Institute and the Sierra Nevada Research Institute. In addition, the campus is located in a region with a high density of protected and publicly managed lands, and existing partnerships with Yosemite National Park and Jiuzhaigou National Nature Reserve in China provide an initial foundation from which to grow innovative research and educational programs in World Heritage. Our vision for a World Heritage program represents a commitment to interdisciplinarity and to creating ties between the university and the world, bringing together the humanities, public policy, and informatics in order to bring the study of culture into a vital dialogue with the rest of the campus and engaging with constituencies beyond it.

3.4 Resources

3.4.1 Faculty

To maintain excellence in research and teaching, SSHA must be able to recruit and retain first rate faculty at all levels. This requires building and maintaining coherent sustainable programs in addition to adequate resources for research. In some cases, searches for full professors have failed (e.g., small subject pool, not a good fit, below UC standards) , and this is of concern to current SSHA faculty, students, and administration. But in some other areas, hiring has been quite successful. Critically, senior faculty are needed to play important administrative roles (e.g., personnel) and mentor assistant professors as needed.. More senior hires are needed in the coming years.

Strengths = high enrollments justify the addition of new ladder rank faculty
Weaknesses = some disciplines will be small, but warrant representation as part of SSHA's mission; must support these programs/disciplines despite limited enrollment
Opportunities = can attract pioneering faculty interested in interdisciplinary research or creating new programs at a new campus
Threats = basis of hiring based on large enrollment figures, especially in traditionally large enrollment areas

Given that resources are limited, SSHA will be conservative and consider enrollments in disciplines. However, SSHA will not restrict itself to enrollments in any single major. Instead, it will consider enrollment in courses in each discipline, especially the school serves a critical role in terms of general education at UCM. SSHA will adhere to the following guiding principles, listed in order of priority:

1. No new programs requiring faculty outside of disciplines already represented will be added to the SSHA roster after AY 2007-08 until existing programs have been adequately staffed with ladder-rank faculty following guidelines No. 2 and No. 3;
2. Disciplines with existing majors (i.e., Cognitive Science, Economics, Political Science, History, Literature, Political Science, and Psychology) must be adequately staffed with ladder-rank faculty to achieve at least the minimally acceptable faculty for that undergraduate program (recognize that this is really a "moving target," in that existing majors will, by default, attract more students, so these disciplines will likely be undergoing a more-or-less constant process of 'backfilling" as other existing disciplines simply strive to achieve critical mass to be able to "compete" in this pool);
3. Existing disciplines with planned majors (i.e. Sociology and Arts) must be adequately staffed with ladder-rank faculty to achieve at least the minimally acceptable faculty for that undergraduate program; and
4. Interdisciplinary programs that draw on the strengths of existing faculty can be developed and staffed; or existing disciplines can grow beyond minimum adequate to staff undergraduate program.

To help implement this plan, SSHA developed enrollment projections by drawing on enrollment data from the same or related disciplines at other UC campuses. Berkeley and UC Riverside were chosen because they are readily available and reflect two steps of development. Critically, the data from these two campuses are intended to serve as caricatures or approximations. Obviously, both campuses are well-established and at a different stage of development. Moreover, each campus has a different school infrastructure and different set of disciplines.

Table 4 projects the distribution of faculty in three scenarios, Alternative 1, 2, and 3. Each represents an estimated size of the School expressed in terms of number of ladder rank faculty. It is assumed that there will be at least 90 faculty members (Alt. 1 in Table) in SSHA at the start of the AY 2012-13. (See section on Projections). Based on estimated workload distribution, the faculty has been allocated to various disciplines in SSHA. The contribution of the different disciples to interdisciplinary programs has been accounted for.

Table 4. Anticipated workload distribution and number of faculty at UC Merced 2012-2013. Compared to figures from UC Riverside and UC Berkeley[iii]

		Alt 1 90 FTEs	Alt 2 102 FTEs	Alt 3 126 FTEs	Riverside		Berkeley	
	Workload % of Tot		Number of Faculty	Number of Faculty	Workload % of Tot		Workload % of Tot	
Anhropology	5%	4.5	5.1	6.3	2.9%	144	5.2%	236
Arts	5%	4	5.1	6.3	3.0%	153	5.8%	263
Cognitive Science[iv]	7%	5.6	7.1	8.8	4.5%	349	2.7%	122
Economics	11%	8.8	11.2	13.9	13.8%	695	14.1%	636
History	9%	7.2	9.2	11.3	8.8%	446	8.2%	367
Languages	3%	2.4	3,1	3,8	,0%		0%	
Literature	5%	4	5.1	6.3	3.2%	160	2.1%	93
Management	14%	11.2	14,3	17.6	18.4%	929	13.8%	622
Philosophy	3%	2.4	3.1	3.8	2.5%	125	4.0%	182
Political Science	11%	8.8	11.2	13.9	15.3%	771	18.9%	848
Psychology	18%	14.4	18.4	22.7	20.7%	1042	15.3%	688
Public Policy		0	0	0	0%		0%	
Sociology	7%	5.6	7.1	8.8	10.6%	534	9.8%	441
World Heritage	2%	1.6	2.0	2.5	0%		0%	
	100%		102.0			5045		4498
		90	102	126				

The SSHA faculty recruitment plan is shown below.

Table 5. Faculty 2007 and FTE Requests 2009-2012

	2008	**2009**	**2010**	**2011**	**2012**	**Total Request**
Cognitive Science	5	1.5[v]	2	1	1	5.5
Political Science	4	2	2	2	2	8
Philosophy	2	1	1	1	1	4

[iii] Note that Alternative 2 represents the number of faculty and the distribution over the disciplines if there will be 102 faculty positions 2012. This reflects the aggregated view of the individual strategic plans for the different disciplines and programs. Alternative 3, reflects the situation where the number of faculty is aligned with the number estimated from the "ideal situation," a student-faculty ratio of 18.7

[iv] Cognitive Science figures shown in Riverside column are from UCSD -- Riverside does not have a cognitive science program.

[v] Split appointment (Cognitive Neuroscience)

Sociology	3	1	1	1	1	4
Arts	5[vi]	2[vii]	2	2	2	8
Psychology	7	9	3	3	3	18
Economics	6	3[viii]	2	2	2	9
Management[ix]	3.5	2	2	2	2	8
Literature	5	1.5[x]	1	1	1	6
History	4	1	1	1	1	4
Anthropology	4	1	1	1	1	4
World Heritage	1	1	1			1
Foreign Languages	1	1		1	1	3
Geography	0.5					0
Writing Program	1	1[xi]				1
TOTAL	50	27	19	18	18	82.5

Specific requests by discipline or group

Cognitive Science

2009: Visual Perception, Assistant or Associate
Cognitive Neuroscience, Assistant or Associate, possible joint position with NS
2010: Computational Linguistics, Assistant or Associate
2010: Decision Science, Assistant, possible joint with Management
2010: Memory or Attention
2011: Philosophy of Language, possible joint position with Philosophy
2011: Visual Perception

Political Science

2009: Comparative Politics (any level)
2009: Comparative Politics/International Relations (assoc/full)
2010: 2 positions (any level)
2011: 2 positions (any level)
2012: 2 positions (any level)

Psychology

2009: Health Psychology (full)
Health Psychology (asst)
Developmental Psychology (full)
Health Psychology (full)
Developmental Psychology (full)
Quantitative Psychology (asst)
Developmental Psychology (asst)
Health Psychology (asst)

[vi] Of which one is Artist in Residence
[vii] Of which one lecturer PSOE
[viii] One of which is a lectuerer PSOE
[ix] Future request will depend on whether a management school is created
[x] One in African Diaspora that could be hired into any discipline and one in Spanish Linguistics, ideally shared with Cognitive Science
[xi] Position contingent on use of endowed funds

Quantitative Psychology (asst)

2009: 3 positions
2010: 3 positions
2011: 3 positions
2012: 3 positions

Arts
2009: Media Arts (lecturer PSOE)
Ethnomusicology (any level)
2010: 2 positions
2010: 2 positions
2011: 2 positions (1 "payback")

Anthropology
2009: Archaeological Anthropology (full)
2010: Socio-cultural Anthropology ("payback")
2011: Biological Anthropology ("payback")
2012: Biological Anthropology (full)

History
2009: World History (any level)
2010: World History (any level)
2011: US History, 19th century US West, Environmental History (asst)
2012: African/Middle East History (assoc or full)

Literature
2009: African Diaspora (any)
Linguistics (assoc or full) possible joint with Cog Sci
2010: British Literature (sr)
2011: Hispanic Literatures (assoc or full)
2012: Anglophone Literature (assoc or full)
: Anglophone Literature (asst)

Economics
2009: Lecturer PSOE
2010 2 positions
2011 2 positions
2012 2 positions

Management
2009: Entrepreneurship
Strategy
2010- Finance
Organiziations
Marketing
2011 Several
2012 Several

Philosophy
2009: Applied Ethics or Political Philosophy (full)
2009: Applied Ethics or Cognitive Science (asst)
2010: Aesthetics or Core Philosophy (asst)
2011: Applied Ethics or Political Philosophy (any)

Sociology
2009: Social Stratification (any)
2010: Economic/Organizational Sociology (any)
2011: Social Psychology (any)
2011 Economic/Organizational Sociology (any)
2012
World Heritage
2009: Law and Policy/Documentation and Preservation (asst)
2010: Visiting scholar position

The Writing Program
2009 Writing and Communication, (full)

The reasoning behind the above requests can be found in the appended detailed plans for the different disciplines.

3.4.2 Space Issues

A viable plan for dealing with adequate space (quality and quantity) must be developed during the next academic year. A large proportion (about 25 percent) of SSHA faculty require lab space to collect, code, or analyze human data. Growth of research and academic programs will be jeopardized unless adequate space is provided. More importantly, the lack of space could have dire consequences for some assistant professors, whose research productivity necessarily depends on human data. It also restricts important research opportunities that undergraduate and graduate students need to succeed, and could impair our school's ability to hire first-rate faculty in the social sciences.

At present , the School is housed in the Classroom Building. This Building will be able to accommodate the new faculty 2008 by the planed construction of 20 new offices in COB , but there will be a lack of laboratory space already during the 2008-09 academic year. A new Building for Social Sciences and Management is currently being designed and will be finished in the beginning of 2010. This building will be fully occupied at the start of 2011-2012.

An assessment of the space situation is currently underway.

3.5 The Organization

3.5.1 Governance

SSHA is organized into three bylaw 55 units, "sections", an organizational structure that meets the current needs of School. The challenged in organizing a school that spans over such a wide spectrum of sciences that are represented in SSHA, is to recognize/accommodate disciplinary diversity, and at the same time

also realize that strength/innovation/ within SSHA lies in unity and organizational structure that brings us together. The sections independently handle recruitment of new faculty, merit reviews and other academic personnel issues. Curriculum are developed both within the sections and between sections and the curriculum committee is common for the whole school. The student recruitment and retention committee is also serves the whole school.

Each section is lead by a chair, and the sections are overarched by a common administration and lead by the Dean. The organization will be evaluated during the AC08-09 and reorganization will be done before AC09-10 if it is found to be appropriate. The current sections are

Policy and Decision Sciences (or Social, Cognitive, and Information Sciences)
- Arts
- Cognitive Science
- Economics
- Geography
- Philosophy
- Political Science
- Sociology

Psychology
- Developmental Psychology
- Health Psychology
- Quantitative Psychology

Humanities and Cultures
- Anthropology
- History
- Languages
- Literature
- Writing Program

The School's governing body is the Executive Committee, and is chaired by the Dean. The Chairs of the three sections of the School are members of the Council as is the Faculty Chair and a representative for the untenured faculty. The Council is advised by its standing committees, namely, the Curriculum Committee, Student Recruitment and Retention Committee.

The Executive Committee has advisory responsibilities to the dean on:

- the mission and strategic direction of the School, as well as the annual budget;
- putting forward the annually updated strategic plan for the whole School to the EVC, including a prioritized list of new faculty
- overseeing and reviewing the management of the School and its performance;
- establishing policy and procedural principles that are consistent with legal requirements, UC rules, and community expectations

All faculty of the School will have at least one joint meeting per semester.

3.5.2 Administration

The SSHA Administration is currently comprised of a Dean and a Dean’s Assistant, an Assistant Dean, a Manager of Operations, an Administrative Analyst, a Manager for Curriculum Support and Planning, and

administrative assistant and two Student Advisors. SSHA seeks to build a Dean's Academic staff that meets the needs of the growing and diverse population of our students and faculty. With SSHA student enrollment, majors and minors, and faculty -- already, the faculty (including faculty from the Writing Program), lecturers and graduate teaching assistants we serve almost individuals-- all set to expand, and the faculty organizational structure evolving to 3 individual bylaw units, the administration needs more staff.

By 2012, SSHA will have upwards to 90 faculty (not including lecturers, Writing Program faculty, or graduate student Teaching Assistants). In order to appropriately staff the School's 3 bylaw units, faculty and students needs we predict that we will need the following **additions** to SSHA administration:

Associate Dean
Administrative Specialist (a second position to appropriate handle the growing number of searches, merit cases and faculty needs)
Budget and Finance and/or Development Officer
Communication and Events Coordinator (responsible for SSHA events and publications)
Retention and Recruitment Officer (responsible for the retention and recruitment programs for SSHA students, including "First Year"-type programs)
Articulation Specialist (perhaps in the form of another school advisor. Will be responsible for transfer issues and the articulation of courses and programs for all California Community Colleges and other 4-year universities)
Computing/IT Manager (responsible for SSHA offices, classrooms and faculty/staff computing needs)
Webmaster (reporting to Computing/IT manager)
Graduate Student Coordinator (responsible for advising, outreach and retention for the graduate groups under the SSHA umbrella.)
Additional support staff (administrative assistants, computing/IT personnel)

4. NEW FACULTY POSITIONS NEEDED 2007-08

4.1 Assumptions

What we will have achieved by the end of the five years covered by this plan:

1. fully (ladder-rank) staffed programs in all existing disciplines, including our interdisciplinary program in Cognitive Science that are relatively distinct (or unique) with UC system
2. poised to develop next core expertise in existing programs, add next tier of traditional disciplines and/or new interdisciplinary programs
3. realize UC Merced enrollment goal of by 2012 through our recruitment and retention efforts
4. achieved necessary administrative, research, and teaching space and have anticipated space needs for next 5/10 years already programmed; and
5. realize our goal of college-going mentality so that seeds planted in middle school students now readily visible in incoming freshmen

Based on new student enrollment 2008-20013 the need for new faculty can be projected as in figure 6. It is assumed that the university will grow with 800 students per year over the planning period and that the SSHA fraction of the enrollment will increase from the current 38% to 42%. Based on a student/faculty ratio of 20 the need for new faculty (anticipated FTE request) will average 16 new faculty per year.

Table 6. Projections – Enrollment And Faculty Recruitment

Academic year	Projected UCM Net Annual Increase	Resulting Student Enrollment	Targeted SSHA Student Enrollment	Resulting SSHA Student Count	Targeted Resulting S/F Ratio	SSHA Faculty FTE (total)	Anticipated SSHA FTE Request for next AY
2008-09	800	2700	38%	1026	19	54	10
2009-10	800	3500	40%	1400	19	74	20
2010-11	800	4300	41%	1763	19	93	19
2011-12	800	5100	41%	2091	19	110	17
2012-13	800	5900	42%	2478	19	130	17

To see how the new enrollment the fall of 2008 in SSHA will impact the figures of table 3 that illustrates how student FTEs are distributed over the different disciplines, the new applications and the ones that have been accepted have been tabulated in table 7. It can be expected that with new major coming on board the distribution of the students over the available majors will change over time. The distribution of students in table 7 have only marginally changed.

Table 7. Distribution of applicants and admitted students for Fall 2008

		Applicants	Admits	Applicants increase	Admits increase	% of Admits
Major	Psych	821	501	5.90%	11.60%	18%
	undeclared	463	299	19.60%	24.60%	10%
	Mgmt	449	274	8.70%	7.00%	10%
	Pol Sci	388	254			9%
	Econ	293	194			7%
	Lit&Cult	204	140			5%
	History	201	121			4%
	Cog Sci	36	28	20%	55.60%	1%
	SCS					
	WCH					
	Total	2855	1811	30.50%	37.10%	

The three sections have prioritized their requested FTEs as described by table 8. The faculty in the sections have voted on these priorities.

Table 8. FTEs requested by the sections of the school in order of priority

Priority	Poicy & Decision Sciences	Humanities & Cultures	Psychological Sciences
1	Political Science (behavior)	African Diaspora	Health Psychology
2	Philosohy (normative	Anthropology (archeological)	Health
3	Sociology (race/class/gender)	Literature (British)	Developmental Psychology
4	Ethmomusicology	Linguistics (Spanish)	Health Psychology
5	Politica Science (Institutions)	World Heritage (CRM/Digital)	Developmental Psychology
6	Cognitive Science (perception)	History (World)	Quantitative Psychology
7	Philosophy (of mind)	History (U.S./West/environm)	Developmental Psychology
8	Economics PSOE		Health Psychology
9	Media Arts Technique		Quantitative Psychology
10	Sociology (institutions)		
11	Philosophy (aestetics)		
12	Cognitive Science (neurosci)		
13	Economics (econometrics)		
14	Political Science (democarcy)		
15	Cognitive Science (linguistics)		

4.2 FTE Request

SSHA is requesting a total of 25 new faculty positions for the next academic year. These positions have been ranked in order of priority using the following criteria:

1. The necessity to support current enrollment
2. Possibility to build a new major where only marginal new resources required
3. Possibility to support interdisciplinary programs
4. Consolidation rather than expansion into new areas

The result of this prioritization is summarized in table 9. It has been judged that a minimum of nine new positions are warranted by current and expected enrollment. Thus nine positions have been given the highest priority. Another six positions have been placed in priority group 2. The rest of the positions that have been requested by the disciplinary groups have been placed in priority group 3.

Three positions requested with highest priority are considered “strategic recruitments”. The requests are not justified by current enrollment, but are motivated for other reasons. These positions are the ones in Arts, Cognitive Science and African Diaspora.

Table 9. Actual Faculty Lines Fall 2008 (assuming all current searches successful) and new hires 2008-09 (A total of 25 positions requested by the different groups in SSHA).

	Number of FTEs	% of FTEs	Prior 1	Prior 2	Prior 3	
Anthropology	4	7.0		1		To begin build major
Arts	2	3.9	1			To build major
GASP (Arts)	3	5.8	1			To build major
Cognitive Science	4.5	8.2	1			To meet demand for Perception studies
Economics	6	14.1		1		
Geography	1	2.4				
History	4	9.4	1			If current opportunity hire is not successful
Languages	1	2.4		1		Spanish Linguistics
Literature	5	11.8			1	
Management	3	4.7				
Political Science	4	7.0	1	1		Needed to support major
Philosophy	2	2.4	1	1		To support minor and interdisciplinary teaching
Psychology	7	11.8	2	1	6	Needed to support enrollment
Sociology	3	2.4	1	1		To build major
World Heritage	1	2.4			1	
Writing Program	1	2.4			1	
African Diaspora	0	0%	1			Possibility to increase diversity

<u>FTEs in Priority Group 1</u>

Psychology: The two lines for Psychology have top priority. The positions are necessary to accommodate the very large enrollment growth Psychology. Even with two new positions Psychology will have fewer faculty than warranted by enrollment. The proposed new FTEs with the highest priority will help to build one of the major emphases in psychology (health).

Full/Associate Professor in Health Psychology, preferably specializing in child health, cultural influences on health, rural health, or the prevention and treatment of health problems common in the Central Valley such as obesity or poor prenatal care.

Assistant Professor in Health Psychology, specializing in one of the areas not already hired.

Sociology: To support the a new major that is expected to be one of the most popular in social sciences at UCM as it is elsewhere at least one new faculty position is required. The position will also be serving the management major and interdisciplinary programs as discussed above.

Full/Associate Professor in Economic/Organizational Sociology

Political Science: The new major in Political Science is expected to attract a large enrollment. To support the major and to build a strong research program we will be seeking several new positions over the next few years. We aim to hire faculty with broad theoretical interests in political institutions and political behavior.

Full/Associate/Assistant Professor in Comparative Politics

Philosophy: There is strong evidence of student interest in an expanded philosophy program. Although an undergraduate philosophy major will probably not be implemented in the next couple of years, there is a need for additional faculty member. This need is warranted by the new demands by interdisciplinary programs for ethics education.

Full/Associate Professor in Applied Ethics or Political Philosophy

History: Enrollment in history classes motivates one new FTE. Whether the current effort to secure a target of opportunity hire pursued this year is successful or not will determine the priority of this position. Should the search fail, a new FTE is needed with highest priority. The focus of this position will depend on current searches.

Full/Associate Professor in World History or US History

Global Arts Studies Program (GASP): GASP is the scholarly arts major proposed by the Arts faculty. The enrollment in Arts classes is large and there are evidence that this new major will attract many students. To support the establishment of the major one new FTE focusing Musicology is needed.

Full/Associate Professor in Ethnomusicology

Cognitive Science: Cognitive Science has quickly become a signature program at UC Merced. It has captured the attention of cognitive scientists worldwide. To continue building on the links to the other schools to facilitate interdisciplinary research new cross-school faculty positions will be requested within the planning horizon. Cognitive Science also serves the Psychology major with important courses. There is a great need for courses on perception, a research area in Cognitive Science. To satisfy this need it is proposed that one FTE is allocated to Cognitive Science with focus on perception (e.g. visual perception). This position would not be requested with highest priority if it had not been for the near future need for courses on perception.

Assistant (or Associate) Professor in Cognitive Science with focus on Perception

Arts (Techniques): There is a strong demand for Arts Technique classes and during the next AC a Media Arts Technique major will be developed. To support this new major and to provide continuity to the Arts program one new FTE is needed.

Lecturer PSOE in Arts/Media Arts

African Diaspora: One position that will have a chance of increasing the diversity in the faculty and at the same time meet students' demand is proposed. The FTE can be open to many of the disciplines in SSHA.

Management: The management major attracts many students and it will be necessary to add new faculty in many areas to support this enrollment. The enrollment warrants at least one new FTE with highest priority. However, the strategy for hiring new faculty in management will depend on whether the proposed new management school will be established. We propose no new management faculty in this plan but assume that the current three unfilled positions will remain in SSHA if the new management school is not developed.

<u>FTEs in Priority Group 2</u>
Full/Associate Professor in Developmental Psychology
Full/Associate/Assistant Professor in Political science
Full/Associate Professor in Philosophy
Lecturer PSOE in Economics
Full/Associate professor in Archeological Anthropology
Lecturer PSOE in Spanish Linguistics

The argumentation for these positions is made in the appended disciplinary plans.
The total **cost for start-up packages** for this group of new faculty is estimated at $750-1,000,000.
The total cost for start-up packages for this group of new faculty is estimated at $350,000.

4.3. Resulting FTE distribution in the School

If the 10 new FTEs with the highest priority are allocated as requested, the FTE distribution I the School will be as illustrated by table 10.

Table 10. Distribution of FTEs

Current majors	No of students		Minors	Current FTEs	FTE as % of major[xii]	% of total FTEs	New FTEs	New Total FTEs	New % of Total FTEs
Psych	226	36%	29	7	20.0%	13.6%	2	9	14.6%
undeclared	32	5%							
Mgmt	129	21%	9	3.5	10.0%	6.8%		3.5	5.7%
Pol Sci	63	10%	8	4	11.4%	7.8%	1	5	8.1%
Econ	26	4%	4	6	17.1%	11.7%		6	9.8%
Lit&Cult	28	5%	5	5	14.3%	9.7%		5	8.1%
History	38	6%	15	5	14.3%	9.7%	1	6	9.8%
Cog Sci	42	7%	13	4.5	12.9%	8.7%	1	5.5	8.9%
SCS	19	3%			0.0%				
WCH	18	3%			0.0%				
Total	621			35	100.0%	68.0%		40	65.0%
Cont'd									
Sociology			21	3		5.8%	1	4	6.5%
Anthropol			8	4		7.8%		4	6.5%
Heritage				1		1.9%		1	1.6%
Philosophy			13	2		3.9%	1	3	4.9%
Geog				0.5		1.0%		0.5	0.8%
Arts			7	1		1.9%	1	2	3.3%
GASP				3		5.8%	1	4	6.5%
Lang			28	1		1.9%		1	1.6%
Wri			33	1		1.9%		1	1.6%
Hum							1	1	1.6%
			TOTAL	51.5				61.5	

[xii] Only faculty in disciples that support a major are included

5. IMPLEMENTATION

5.1 Likely Challenges For The Success Of The Plan And Recommended Actions To Address Them

There are several challenges that may difficult the success of this plan:

a. Space constraints: unless adequate space is made available for lab use, this plan would not succeed as designed.
ACTION: the school-wide space task force must devise proper plans to ensure adequate space. The use of Castle will be discussed with the other schools.

b. Lowering of the ranks proposed for the hires: for the success of SSHA's strategic plans it is essential to achieve a proper balance between senior and junior hires.
ACTION: we have recommended a conservative increase in senior hires in order to be proactive about this challenge.

c. Fewer hires authorized: fewer faculty lines would seriously impair our ability to strengthen existing programs, develop new areas, and foster first-rate scholarship.
ACTION: we have also acted proactively on this challenge by stressing intra-school interdisciplinarity, which should give us better flexibility to address hiring reductions should they occur.

5.2 Procedures To Evaluate The Success Of The Plan

The success of this plan would be measured by the degree in which we are able to achieve our goals. The following procedures should be of help in this regard:

a. Tenured/untenured balance would be easy to measure since this is quantifiable. When the proper balance is achieved, effect on diversity, mentoring, leadership, and overall school climate can be measured by a combination of surveys and hard data.

b. The creation of new programs will be evaluated by measuring student demand and satisfaction. Existing programs will also be evaluated in this manner.

c. Success of our students in terms of acceptance to graduate programs and job market competitiveness.

d. The effective use of resources would be best achieved by hires that connect different programs and areas. This can also be quantified.

e. Interdisciplinarity within SSHA will be measured by such things as team-teaching across disciplines, co-sponsored research, student mentoring across disciplines and areas, new curricular programs, academic conferences, and the like.

f. Research excellence will be evaluated by metrics such as peer-reviewed publications, attraction of external funding, and other traditional assessment tools.

APPENDIX A: Strategic Plan for Humanities and Cultures

FTE Request

1. African Diaspora, open rank [Literature; History]
2. Archaeological Anthropology, Assoc.-full Prof. [Anthro; World Heritage]
3. British Literature, open rank [Literature]
4. Spanish Linguistics, Ass,t. Prof. [SSHA/Foreign Lang.: split HWC and SPDS]
5. World Heritage/CRM/Digital, Ass't. Prof. [World Heritage]
6. * World History, Ass't. Prof. [History]
7. U.S. West/Environ., Ass't. Prof. [History]

* Position to be filled if opportunity-for-diversity senior hire unsuccessful this year.

LITERATURES AND CULTURES

I. Vision

The area of Literatures and Cultures is situated at a disciplinary crossroads that lends itself well for collaboration with the other schools and disciplines within SSHA. Presently, LIT courses count toward the B.A. in World Cultures and History, the BA in Literatures and cultures, the minor in Spanish or as electives for other academic programs. Language courses are the foundation students need for some of the LIT courses, and therefore we consider them an important component of our strategic plan.

In 2006, the LIT faculty devised a plan for a Literatures and Cultures stand alone program, consisting of two overlapping interdisciplinary areas: Literatures and Cultures of the Hispanic World, and Literatures and Cultures of the English-Speaking World. The University of California, Merced major in Literatures and Cultures seeks to ensure that students understand the basic notion of cultural production, and that they are, through a variety of courses, familiarized with the inherent relationship between society and literature, between reading and thinking, and between self and societal forms of expression.

The L&C major will enable a bold hemispheric and transatlantic approach, exploring commonalities and differences between native and postcolonial cultures in Europe, Africa, Asia, North America, Central America, South America, and the Caribbean. This broad multilingual, multicultural area is seldom studied in all its complexity, as more traditional programs tend to focus on specific linguistic or geographic areas.

The Literatures and Cultures of the Hispanic World concentration will have a global reach and interest. It will include Peninsular, American, African, and Asian literatures in Spanish. Courses in this area will be taught mainly in Spanish. However, some will be taught in English to encourage non-Spanish speaking students (especially those in the L&C of the English Speaking world) to explore Hispanic literatures in translation. The LIT courses taught in Spanish will also be available to students interested in cultural and linguistic proficiency in Spanish. The connections to the current minor in Spanish are strong and worth strengthening. We agree that the combined Literature and Languages faculty should propose a Spanish major. There are several viable options for such a major, and the faculty who will propose the major will articulate several of these in detail, evaluate these options against the reality of what resources UCM has available, and try to craft a compromise proposal that can sustain the support of both faculty and students

The Literatures and Cultures of the English-speaking World concentration also has global reach and interest, and it includes British, colonial, and postcolonial literatures. This would also include what is traditionally covered in American Studies, and a focus on Central Valley and California literatures. As with the other areas, Literatures and Cultures of the English-speaking World assumes an inherent relationship between language and culture, and will therefore include a linguistic component. We have pending a proposal for a Literature minor.

II. Strengths

The five current ladder faculty in literature—Professors Gregg Camfield, Ignacio Lopez-Calvo, and Manuel Martín-Rodríguez; Assistant Professors Jan Goggans and Cristián Ricci—are delivering the the required courses in the major with some significant gaps. Thus far, they have included the requisite lower division surveys in American and Spanish literature, lower and upper division courses in US Latino literature and film, and Chicano literatures and culture children's literature; as well as upper division and graduate courses in theory, regional and local literatures, including environmental and contemporary ethnic literatures of California; and in Hispanic literatures, including interdisciplinary connections to literature and history of Arabic and African cultures. They have once offered courses in British Literature,

taught by lecturers from the writing program, and have taught only the first half of the World Literature survey, with a lecturer, Linda Torres, teaching the second.

Overall, UCM's highly comparative approach to literature enables the interdisciplinary training of students in literature, cultural studies, theory, and comparative studies, while allowing us to address the school's goal of exploring both the world at large and the immediate community. All these emphases will contribute significantly to studies of gender, ethnicity and culture, and they will enable comparative studies of issues such as diaspora, migration, globalization, discrimination, nativism, gender roles, and other social phenomena.

III. Weaknesses

a) The lack of resources necessary to fund regular outside speakers (especially international scholars or writers) to keep up to date on the latest developments in the field.
b) Too few faculty in some major areas of literary study, including African-American, British, Asian, Asian American, Arabic, etc.
c) Lack of resources to sponsor Graduate Student travel and Research.
d) Current faculty have had to teach more courses than is required and to enroll upper division classes beyond the norm, simply to meet demand. Growth will require more full time faculty.

IV. Challenges

a) Attract, hire, and retain an adequate number of high-quality faculty to teach the electives in our major, as well as fulfilling the needs of lower division courses.
b) Obtain the administrative and financial support to leverage our current and future faculty strengths so that we can achieve prominence in the areas of (alphabetically):
    i. American Studies
    ii. California Studies
    iii. Children’s Literature
    iv. Ethnic Literatures
    v. Latin American Studies
    vi. Non-Traditional Hispanic literatures (i.e. Africa and Asia)
    vii. Peninsular Literatures
    viii. Transatlantic Studies Transcontinental Studies
    ix. US-Latino Studies
c) Attract many more undergraduate students to L&C while retaining the high quality and analytically challenging WCH program that is already in place.

V. Goals and Strategy over Medium Time Horizon (1-5 years)

a. Research Opportunities and Funding

i. Seminar Series in Literatures and Cultures
Key to our hiring goals and the establishment of UC Merced as a leading research institution is the creation of an active seminar series where visiting researchers present their latest findings. Speakers in this series will not only advance the research goals of the program, they will also provide a valuable opportunity for interaction with other UC Merced programs that share our interest in literatures and cultures research.

ii. Implement a Center for the Humanities.
All UC campuses have a Humanities Center. A similar center here will encourage cutting edge research on local and international literatures and cultures studies. The center will also provide possibilities of research collaboration with other disciplines such as history, anthropology, policy, sociology, political science and the arts.

iii. Take advantage of UC Mexus in order to enhance research on Mexican, Mexican-American Studies and seek collaboration with Mexican scholars.

iv. Seek the opportunity to establish UC Mexus-like research opportunities with Spanish and Northern African Universities (such as the former Del Amo Program).

v. Also, seek the opportunity to establish other campus research groups, including a California Studies initiative, currently funded by UCOP/UCHRI, a research group on Reading and Reception (already in its initial stages), and others. These campus-wide proposals represent interdisciplinary research that can take many avenues, including courses and colloquia, such as the one currently underway about Labor and Migration (supervised by Prof. Goggans) or the Chicano/a Literature Series (directed by Prof. Martín-Rodríguez), which has already brought to campus twelve scholars and writers.

b. Undergraduate Program

Near term, we simply want to bolster our new major in ways that retain UC Merced's interdisciplinary mission, both within the concentrations themselves, and by asking students to meet breadth requirements in the major through electives in other fields such as Arts, Music,
History, Sociology, and Anthropology.

c. Interdisciplinary Opportunities

In keeping with the campus primary directive of interdisciplinarity, the area of Literatures and Cultures is situated at a disciplinary crossroads, both inviting collaboration with the other schools and disciplines within SSHA and across the campus, and illustrating, within its own precepts, a wide ranging set of disciplinary approaches and interests.

The proposed Literatures and Cultures major will complement and be supplemented by a wide variety of majors already in place, or currently proposed. The highly interdisciplinary construction of literary studies makes the major a logical "breeding ground" for cross cultural, comparative studies with art, history, music, philosophy, sociology, anthropology, economics, and political science, to name only a few areas. Additionally, with courses such as environmental literature, the minor in American Studies, which requires one course outside of SSHA, and recent theoretical trends in literature and medicine, for example, literature has committed itself to the exploration of technology, science and medicine, and natural systems. The L&C major proposal requires that at least 8 units be taken in breadth studies.

d. Graduate Program

The LIT faculty currently plays a major role in the World Cultures Graduate Program (WCGP). The WCGP is currently at work on a proposal for the stand-alone program that will replace the Individual Studies currently in place. The group is seeking funding for a retreat this spring.

i. Likely placement of graduates

LIT and WCH students likely to be employed in educational settings, with the publishing industry, in advertising and media, in libraries and other cultural organizations, in local, state and national government offices.

At the graduate level, most degree recipients find employment in academe, but graduates from interdisciplinary programs (like the one at UCM) have a more varied set of possibilities.

LIT scholars are also employed in non-Humanities schools, as other disciplines have realized the benefits of having Literature and Humanities faculty within their ranks[xiii]. The College of Medicine at Pennsylvania State University, for instance, has an entire Department of Humanities, the oldest in the nation (established in 1967). A recent advertisement for an open-rank hire in Literature informs candidates that they would teach required courses in the first, second, and fourth year of medical school.18

The job market for Literature graduates remains strong. According to data from the Modern Language Association, a total of 2,349 job advertisements (most of them for academic positions) were published in the MLA's Job Information List during 2003-04, the last year for which this organization has released records. Most jobs listed in the MLA's list are for candidates who hold a Ph.D. or are ABDs.[xiv]

e. Hiring Priorities

i. Near-Term Searches

As part of the HWC by-law 55 group, the Literature faculty agreed that the first hiring priority was a scholar of African diasporas (rank open), with many emphases possible. Should SSHA authorize such a search, such a scholar might teach substantially in the Literature major. To support the literature major, we contemplate our next hire to be in European Renaissance (rank open), ideally a comparatist who could teach both English (especially Shakespeare) and Spanish (especially Cervantes). This would allow us to cover a major period usually represented in Literatures and Cultures Departments. A major priority in the Humanities, ideally shared with Cognitive Science and the Language Program, would be a Linguist who studies Spanish Language. While such a scholar would not explicitly be part of the Literature group, language and linguistics are historically allied with literary study and would be especially useful to support the Spanish Language track of our Literature major.
iii. Future searches

Ideally, we would conduct one search per year into the near future, alternating between Hispanic and Anglophone for some time. The first in the alternation would depend on the primary focus of our Renaissance hire.

[xiii] For some samples of placing records at different types of institutions see the following:
http://www.english.ucsb.edu/grad/job_placement/index.asp
http://web.princeton.edu/sites/english/new_web/documents/job_placement_by_school.pdf
http://www.auburn.edu/academic/liberal_arts/english/gs/prospective/placement.htm
http://www.brightsight.com/english/Grad/JobPlacementDetails.asp?l=b
http://www.as.wvu.edu/english/grad/index.html
[xiv] Chronicle of Higher Education. October 28, 2005. Pages: C49-50.

WORLD HERITAGE PROGRAM

World Heritage is an emerging interdisciplinary and cross-disciplinary area that includes architecture, history, archaeology, art history, geography, anthropology, management, law, and other disciplines. Thus, faculty in this field brings together the humanities, social sciences, policy, and management, consistent with the interdisciplinary intent of the World Cultures program within SSHA. It is a great challenge to start at UCM a World Heritage Program, because there a very few cases in the world of such educational programs at the international level, therefore it means that there are strong potentialities to get students, funds, visibility and relevance in a very short time. In order to obtain these results it is crucial to create a specific and dedicated infrastructure in term of human resources, hiring plans, research labs, spaces for demo and courses. In this way it is really possible to obtain very encouraging results in a very short time and according to a multidisciplinary approach. The key features of the program, strongly technology-oriented, will permit to create a new discipline and innovative profiles for new jobs in the field of the humanities, CRM, economy, computer science, educational purposes and many others. It will be also important to create a UNESCO chair (linked with WH Program) hosting at UCM a UNESCO educational program in collaboration with international scholars, managers and scientists. This activity requires a support from UCM and the approval of UNESCO. Whether it is in the domain of copyright and neighbouring rights, related rights of creativity, cultural policies, tangible as well as intangible heritage, cultural tourism, intercultural dialogue, the Chairs contribute in an efficient and multidisciplinary manner towards the sustainment of cultural diversity and by responding to the social and cultural requirements of our time.

The Culture Chairs show that the education systems in different countries are complementary and that they are required to function in complete synergy, and these criteria should also be applied to the other Chairs in UNESCO.

The Yosemite Park is in the World Heritage list and it needs diverse communication plans for preparing and integrating the experience of visitors. The involvement of the Park in the WH Program of UCM is a priority and it will be an important case studies for a multidisciplinary collaboration in training, research, workshops and, hopefully, for the creation of new visitor centers in Merced and in the Park (these could be realized by the WH Program).

In addition, the world of digital technologies for cultural and natural heritage is still a new and yet to be fully developed field of research. At the same time, a generation of students arrives on our campuses with extensive experience in the computer world. The challenge of digital technologies is to integrate the ontologies of data into a coordinated process of digital acquisition, processing, and communication (on line and off line). The University of California, Merced has the opportunity to develop a comprehensive program that will bring together faculty from different fields to work with students and technicians in the process of reconstructing the world cultural and natural heritage. I believe that this is a crucial moment in scholarship as we seek for ways to remain relevant in a world of communication through technology. On the other side a so ambitious program cannot depend on just one professorship and very few affiliations, we need to increase the capacity of this activity in order to have really “a program” at national and international level. For the while the development of the World Heritage program will also have many immediate and long-term benefits for SSHA and UC Merced. These include providing a unique minor

(and, eventually, a major) within SSHA to attract students to UC Merced, fostering and engendering interdisciplinarity across Schools within UC Merced, and attracting international graduate students who are seeking—and will be willing to pay for—a graduate program in this field. A World Heritage program will offer a range of funding possibilities to faculty throughout the humanities, an area in which financial sustainability is often challenging. For the WH Program are necessary new positions in the following fields: virtual heritage, law and policy, legal issues in world heritage, environmental sciences.
Since the high specialization of the world heritage field in cross-disciplinary sense, it is quite urgent also to create a specific Ph.D. program at UCM. In fact we have already received several requests from graduate students for applying a PhD program in WH. At the MA and Ph.D. level, we expect the program to attract heritage management professionals, and students with humanistic and technological background.

For the foreseeable future, the World Heritage program will be affiliated with the World Cultures graduate group, and with the faculty in a unit that includes History and Anthropology. In particular there are strong links and connections at UCM between the World Heritage Program, World Cultures and the School of Management.

The list of new courses proposed for the next semesters (upper division) for the WH Program are: WH150, Cultural Landscapes and Spatial Technologies, WH190, Topics in World Heritage, WH100, Virtual Heritage and World Heritage, WH105 World History and World Heritage, WH110, Reconstructing Ancient Worlds, WH140, Cultural Heritage Policy and Practice.

Spaces: Research Labs and Demo Rooms

The activity of the WH Program should be articulated in different multi-tasking spaces: training labs, research labs and demo rooms. The training labs should be shared spaces (with other schools and departments) where the students can learn software, implement case studies and technological devices (in the future 3D laser scanners, digital photigrammetry, remote sensing, haptics, and so on). The research labs have to be specific spaces addressed just to multidisciplinary research projects of virtual heritage. Here we will host digital archives, data, metadata and specific software. Currently we have space for a small lab located at the third floor of the SSHA building; it is a good starting point but we expect to increase it in the following months and years according to the growth of the WH Program.
The demo room will be the space for a public communication with virtual reality devices. Currently I am working with Marcelo Kalmann for the set up of the Power Wall, I think that we could share this space as demo room in this phase. One more space could be at the third floor of the library. Here we could create a permanent installation able to host virtual heritage applications from all over the world.

Curriculum Focus

World Heritage will be a multidisciplinary program that integrates the digital humanities, heritage management and global cultural studies. We have to face the reality of the short life of technology tools. Therefore, it is crucial that students not only learn how to use the current state of the art, but go beyond it to an understanding of methodologies that will shape the use of any research tool. The challenge for our

contemporary classroom work is to construct a curriculum that blends humanistic interests and technology.

Students will learn that the codes, metadata, and interfaces of today are in constant change and thus the fundamental task will be to determine how to set up a sustainable management system for digital media and global heritage study.

Such teaching must involve the interaction of anthropology, history, art, archaeology, sociology, philosophy, and computer science. The learning outcome from such teaching should be the acquisition of a methodology aimed at understanding and communicating information about intangible heritage cultural and natural sites.
For each student this methodology must apply to the specialization of their field or to specific case studies. These teaching methods, based on the relationship between cultures, information and spatial technologies, should be the core of what we might offer at the Merced campus.

Research Directions

The world of digital technologies for cultural heritage is still a new and yet to be fully developed field of research. At the same time, a generation of students arrives on our campuses with extensive experience in the computer world. The challenge of digital technologies is to integrate the ontologies of data into a coordinated process of digital acquisition, processing, and communication (on line and off line). The University of California, Merced has the opportunity to develop a comprehensive program that will bring together faculty from different fields to work with students and technicians in the process of reconstructing the world cultural and natural heritage.
I believe that this is a crucial moment in scholarship as we seek for ways to remain relevant in a world of communication through technology.

Key words: World Heritage, Cultural Sites, Natural Sites, Virtual Heritage, Anthropology, Ecosystem, Digital Technologies. Multidisciplinary

Topics (research and teaching):

<u>Introductory Courses</u>
-Cultural and Natural Sites
- Environmental Heritage
- Intangible heritage

<u>Heritage Management and Sustainable Communities</u>
- Laws, copyright and legislation issues
- Conservation and documentation in heritage
- Heritage and Tourism
- CRM and economics of heritage

<u>Virtual Heritage</u>
- Virtual Heritage
- Museum Communication

Spatial Technologies
-GIS
-WEB-GIS
- Remote Sensing
- Digital Photogrammetry

Methods and technologies

- Social and anthropological aspects of heritage (sense of place, collective memories, ethnology, philosophical and epistemological issues). Target: theory, principles, definition, methodologies.
- Spatial technologies in landscape analysis and eco-reconstruction (cultural and natural). Target: GIS, Web-GIS, VR Landscapes, Digital ecosystems
- Virtual Reality, Computer Graphics and Multimedia. Target: 3D communication, virtual-immersive environments, multimedia tools and productions.
- Display and communication of heritage. Target: museums, NGOs, public institutions, CRM, SMEs.

Possible initiatives

For launching the WH program it would be important to organize in UCM some international events, like workshops, conferences, seminars. For example in 2009 it could very interesting to organize a conference on digital landscapes at the Yosemite Park. In the same time, in collaboration with the library, it would be possible to plan a space (already identified at the third floor) as digital-virtual museum

Starting from spring 2008, a training activity on Second Life will be planned with the students. UCM Heritage Island is the name of the virtual space on SL.

A virtual space dedicated to the virtual reconstruction of the Roman Villa of Livia (wife of the emperor Augustus) will be implemented in Second Life for educational activities, e-learning, and virtual lessons with the students.

Research Projects (current and future)

UCM Heritage Island on Second Life
The VR reconstruction of the ancient Roman landscape of the Valley of Imperial Fora (WEB GIS)
The Virtual Museum of the Han Tombs of Xi'an
The Virtual Archaeological Park of Yosemite
Organization of Summer Schools in 3D Archaeology

ANTHROPOLOGY

SUMMARY

The Anthropology program at the University of California-Merced (UCM) distinguishes itself by focusing research and teaching on a select group of common research themes relevant to our local, state, and global communities. The undergraduate major emphasizes methodological skill and intellectual rigor in addressing specific issues within these themes, and promotes undergraduate research opportunities—including working on faculty research, service-learning, and individual research—that deepen learning experiences and attract students to our program. Anthropology faculty currently contribute to two interdisciplinary graduate programs, and we are also building our program in anticipation of initiating a disciplinary graduate program at some time in the future.

This document presents a plan for growth of the Anthropology program over the next five years, including plans for strategic hires in archaeological anthropology in AY 2008-09 and biological anthropology in AY 2009-2010 to support undergraduate, interdisciplinary graduate, and anticipated disciplinary graduate programs; development of dedicated damp teaching laboratory space in COB; continued development of appropriate damp and wet research laboratory space on campus in SSM, SE I, and/or SE II; and enhancement of library resources for undergraduate instruction. In addition, this plan suggests avenues for intra- and inter-disciplinary research and partnerships involving Anthropology both within and beyond SSHA.

1. CHALLENGES

The Anthropology program must address challenges that range from those similar to any start-up program at UCM to those unique to this diverse discipline. Within the next five years, the Anthropology program must:

- Recruit additional ladder-rank faculty in the three core sub-fields sufficient to support the undergraduate Anthropology major and minor requirements, interdisciplinary graduate instruction, and the longer-range goal of a stand-alone anthropology graduate program;
- Develop sufficient “damp” and “wet” research laboratory space for faculty and affiliated graduate students whose specializations necessitate such space;
- Acquire dedicated teaching laboratory space for undergraduate education in both archaeological and biological anthropology;
- Invest in instructional infrastructure in socio-cultural, archaeological, and especially biological anthropology to support undergraduate education;
- Improve library resources in ethnographic, archaeological, and biological anthropology primary literature and multimedia; and
- Identify and develop intersections for interdisciplinary partnerships in faculty, graduate, and undergraduate teaching and research within SSHA and across campus.

2. STRATEGY

Although an Anthropology program was envisioned within SSHA as early as 2005, the Anthropology program was not initiated until the Fall of 2006, with the hiring of DeLugan (socio-cultural) and Hull (archaeological), who represent two sub-fields within the discipline. At this time, Hull's offer letter was also included a promise of necessary research and teaching laboratory space, and negotiations with then-Dean Hakuta and administrative staff (S. Rabedeaux) resulted in identification of COB 110 for both of these uses. Office space for both DeLugan and Hull was assigned in COB.

At the request of the SSHA Assistant Dean, a proposal for the Anthropology major was prepared and submitted to interim Dean Bjornsson in August of 2006, with a proposed Fall 2007 start date. The proposal was shelved until Fall of 2007, however, since it appeared that FTE for additional necessary ladder-rank faculty for a Fall 2007 start could not be secured during AY 2006-07. Still, CRFs prepared by DeLugan and Hull encompassing all courses necessary for the Anthropology major were submitted for approval to the SSHA faculty and were approved by the UGC. In lieu of the Anthropology major, a proposal for the Anthropology minor was prepared and submitted to Dean Bjornsson by DeLugan and Hull in September 2006, and the Anthropology minor was approved by the Undergraduate Council (UGC) in November 2006.

In Spring 2007, DeLugan and Hull successfully hired Vicki Wedel as assistant professor in biological anthropology through the UCOP President's Postdoctoral Fellowship Program. With the successful completion of this search, we met the first of the goals set forth in the 2007 strategic plan for the Anthropology program. Dr. Wedel is an ideal colleague, with methodological expertise in histology and research interests in the effects of enslavement, emancipation, race, and class on health and nutritional status as measured through levels of skeletal maintenance and bone remodeling. Wedel's cutting-edge methodological and topical expertise represent an approach in biological anthropology that sets the UCM anthropology program apart from many other programs within the UC system and beyond. These strengths also promise potential partnerships with faculty in the Natural Sciences in both teaching and research, and will help us contribute to a cross-campus focus in health, nutrition, and the environment. Both Wedel and Hull were assigned research laboratory space at Castle in Fall of 2007, since no suitable damp laboratory space will be available on campus until construction of the Social Science and Management (SSM) building is complete in 2010. The Anthropology program also established programmatic infrastructure in the Fall of 2007, with the development of a recruitment brochure and program website.

The proposal for Anthropology major was submitted for review and approval by the SSHA faculty in November 2007, and we anticipate UGC approval for the major to begin in Fall 2008. As part of the major proposal and in response to the development of the biological anthropology curriculum, CRFs for eight new anthropology courses were also submitted for review and approval by UGC. With approval of these courses, the Anthropology program now encompasses 31 courses. Unfortunately, instructional laboratory space remains a problem for the program, despite the fact that Dean Bjornsson received verbal assurance from the Provost's office in September of 2006 that the previous agreement with Hull regarding use of COB 110 as an anthropology teaching laboratory would be honored. This space has yet to be set aside as a dedicated teaching laboratory required for teaching collection storage and security.

Service-learning components for two Anthropology courses are in place and others are in development. This service aspect of the UCM Anthropology program makes it stand out from other anthropology programs elsewhere in the UC system, as well as those of other research institutions. For example, ANTH 170 (Ethnographic Methods) is designed to have a service-learning research component. This course will also contribute to the Sociology minor and anticipated Sociology major, as well as other relevant disciplinary programs at UCM. Anthropology coursework also contributes to the American Studies minor and the proposed World Heritage program, and Anthropology faculty and instruction are already included in both the Social and Cognitive Sciences and the World Cultures graduate programs.

2.1 Vision

We envision that intercultural understanding and experience will be fundamental to social, political, and economic life within the increasingly globalizing world of the 21st century. Therefore, the Anthropology program at UCM will be recognized as a major intellectual center for research and teaching that fosters intercultural knowledge and competency through intra and interdisciplinary efforts and community engagement.

2.2 Mission

The Anthropology program at UCM strives to provide leadership in anthropological research and education by articulating diverse perspectives on the human condition through a program that integrates traditional sub-fields of anthropological practice (socio-cultural, archaeological, and biological) and seeks interdisciplinary partnerships across diverse disciplines. Through anthropological research and education, we value and promote engaged citizenship for an interdependent and diverse world, increasing knowledge of social and cultural dynamics within the University, local, state, national, and world communities.

3. GOALS AND STRATEGIES

Building on our currents strengths, while also considering long-term needs that fulfill our stated mission and initiatives within the UCM community at large, the anthropology faculty have identified four initial cross-field teaching and research areas for the program:

- indigeneity, race, ethnicity, and the nation-state;
- transnationalism, migration, and demography;
- health, nutrition, and the environment; and
- heritage, tourism, and public culture.

These themes and their potential cross-campus connections are considered more fully in Section 3.3.

Although there is only a short history of Anthropology at UCM, data from the American Anthropological Association, other UC anthropology programs, and the first year of anthropology instruction at UCM allow us anticipate how the program will grow over the next five years and, therefore, justify FTE for additional faculty beyond those necessary to minimally serve undergraduate majors and minors, interdisciplinary graduate students, undergraduate general education, and the long-term goal of a disciplinary graduate program. We also recognize that as the Anthropology program grows, its potential interdisciplinary contribution to UCM will likely increase, as well, supporting continued growth in four focal research areas or beyond. Therefore, the 5-year period covered by this Strategic Plan will be used to continue to fill basic needs for undergraduate instruction; track progress, enrollment, and emerging faculty partnerships within and beyond SSHA to facilitate future strategic planning; and envision future mid- to long-term goals with respect to faculty research contributions, graduate education, and the national and international profile of the program within the discipline.

3.1 Research Opportunities and Funding

Anthropology does not typically generate large external grants that bring funding to campus, although it is anticipated that faculty research will provide some funding and founding faculty have already been successful in acquiring external funding. For

example, DeLugan, along with Símon Weffer (Sociology), is currently working on a multi-year research project funded by the California Partnership for the San Joaquin Valley (through the Great Valley Center) to monitor changes in the quality of life of two targeted Merced County communities. The project responds to the Governor's executive order to address inequities in the Central Valley, and has already incorporated undergraduate and graduate research opportunities. Similarly, Hull has an initial grant from the Bureau of Land Management to support cultural resource management activities and cultural heritage initiatives in an under-served region in eastern Nevada. Fieldwork on this project will begin in the summer of 2008. Our faculty will continue to explore future funding opportunities from foundations and government agencies (e.g., the National Science Foundation, National Institute of Health), with an initial emphasis on funding projects that support local initiatives.

3.2 Teaching Opportunities and Enrollment

The Anthropology program at UCM made a modest, but noteworthy start in the Fall of 2006, and undergraduate course offerings and enrollment are continuing to grow in AY 2007-08. The initiation of Anthropology minor has apparently already spurred enrollment, and we anticipate that initiation of the Anthropology major will not only increase enrollment in anthropology courses, but also contribute to recruitment of new undergraduate students (both freshman and transfer) and retention of current UCM undergraduates rethinking their intended major. In fact, UCM lost at least two undergraduate students at the end of AY 2006-07 to other UC campuses (UCLA and UCSB), because the Anthropology major was not available.

Table 1 summarizes enrollment for courses taught by Anthropology faculty during AY 2006-2007 and 2007-2008, including disciplinary undergraduate courses and interdisciplinary undergraduate or graduate courses. We view the data from AY 2006-07 as reflecting a particularly successful beginning, especially in light of the fact that only one of the anthropology lecture courses (ANTH 1) was listed in the 2006-07 General Catalog and, therefore, readily known to students. In addition, several students who completed an anthropology course in Fall 2006 enrolled in at least one Anthropology course in Spring 2007. This pattern of students seeking out and enrolling in more than one anthropology course has continued during AY 2007-08, indicating the draw of anthropology courses in the future.

Table 1. Summary of Anthropology Faculty Course Enrollment Fall 2006 through Spring 2008.

Semester	Course #	Title	Instructor	Enrollment
Fall 2006	ANTH 1	Introduction to Socio-cultural Anthropology	DeLugan	42
Fall 2006	ANTH 135	Archaeology of Native California	Hull	24
Sp 2007	ANTH 3	Introduction to Anthropological Archaeology	Hull	24
Sp 2007	ANTH 95	Undergraduate Directed Research	DeLugan	8
Sp 2007	ANTH 110	Transnationalism	DeLugan	11
Sp 2007	CORE 90X	The Tourist and the Toured	DeLugan	10
Sp 2007	WCH 192	Public Research Project in WCH	Hull	8
Fall 2007	ANTH 1	Introduction to Socio-cultural Anthropology	DeLugan	34
Fall 2007	ANTH 5	Introduction to Biological Anthropology	Wedel	28
Fall 2007	ANTH 130	Archaeology of Colonialism	Hull	30
Fall 2007	ANTH	Upper Division Undergraduate Directed	DeLugan	2

	195	Research		
Fall 2007	ANTH 198	Upper Division Directed Group Research	DeLugan	6
Fall 2007	WCH 260	Social Memory Graduate Seminar	DeLugan	10
Sp 2008	ANTH 3	Introduction to Anthropological Archaeology	Hull	31
Sp 2008	ANTH 170	Ethnographic Methods	DeLugan	9
Sp 2008	ANTH150	Race and Human Variation	Wedel	17
Sp 2008	HIST 190	Applied Research	Hull	11
Sp 2008	WCH 193	Public Research Project in SCH	Hull	1
Sp 2008	WCH 262	Material Culture	Hull	1*

* one SCS graduate student also auditing course

The addition of biological anthropology to the curriculum in AY 2007-08 has also prompted further interest in anthropology courses by students within and beyond SSHA. For example, ANTH 5 (Introduction to Biological Anthropology) included students from all three schools during Fall of 2007, with students from the School of Natural Sciences accounting for more enrollment than students from the other two Schools combined. Clearly, biological anthropology is of interdisciplinary interest to anthropology students, as well as undergraduates with pre-med aspirations and majors and minors ranging from biology to engineering

As discussed in the proposal for the Anthropology major, the American Anthropological Association's *1998 Biennial Survey of Anthropology Departments in the United States* provides general data that allow us to estimate enrollment in introductory Anthropology courses as the campus grows. The report notes:

> Looking at enrollment per department, the average total [annual] enrollment for introductory courses is 1,138.... Average enrollment is higher in public (1,508) compared to private (414) institutions. As one would expect, the larger the institution the larger the average student enrollment in anthropology. Institutions with 15,000 students or more reported an average of 1,921 students enrolled in introductory anthropology courses, compared to 1,024 in institutions with 5,000 to 14,999 students, and 319 in those with 5,000 students or fewer.

At other UC campuses, enrollment in any given introductory course generally ranges between 100 and 400 students, and ANTH 1 (Introduction to Socio-cultural Anthropology) already attracted more than 40 students during the Fall of 2006. Adding enrollment in upper-division courses will, of course, increase these enrollment projections for the Anthropology program at UCM. The *1998 Biennial Survey of Anthropology Departments in the United States* notes that "for advanced courses, the average total [annual] enrollment per department is 536....[with] average enrollment in advanced courses...higher in public (651) than private (256) institutions, in larger institutions, and in Ph.D. granting institutions."

Anthropology majors comprise approximately 0.5 to 3 percent of the total undergraduate student population at other UC campuses during the 2004-5 academic year (the last year for which data are available). At the four UC campuses with the largest numbers of undergraduate Anthropology majors (i.e., Berkeley, Los Angeles, Santa Cruz, and Santa Barbara), these students enroll in the program at a rate greater than would be predicted given the size of the undergraduate population for the campus and the number of baccalaureate programs available. In fact, at UC Santa Cruz, Anthropology is the eighth most popular undergraduate major on campus. Anthropology is also consistently within the top 20 requested

majors for community college transfer students in the UC system. These data highlight the demand for Anthropology within the UC system, a demand that parallels the increasing student interest and matching academic investment in anthropology within the United States, as a whole.

We look forward to similar success with the Anthropology major at UCM, although we will have no data to anticipate growth until after the major is initiated. One initial gauge, however, is the popularity of the anthropology minor, which has been available for less than one year, as there are currently seven declared Anthropology minors. Curriculum for the proposed major relies exclusively on anthropology course offerings, but as the program grows, SSHA faculty may recognize potential for cross-listing or adding other upper-division Anthropology courses as electives within majors such as sociology, history, political science, world heritage or the arts. In addition, although anthropology has a unique burden of ensuring that students in the major receive training in three methodological sub-fields, we have also included an interdisciplinary articulation requirement for the major within one of four broad thematic areas that encompasses courses from other SSHA and Natural Science programs. Reflecting anthropology's links to other SSHA programs, Hull and DeLugan have already served as faculty advisors to senior thesis projects within World Cultures and History, and Hull oversaw WCH 192 in Spring 2007 and both HIST 190 and WCH 192 in Spring 2008.

The School of Social Sciences, Humanities and Arts (SSHA) *Strategic Plan and Academic Resource Plan* prepared in January of 2006 recognized the unique ability of Anthropology to make a contribution to the undergraduate and graduate programs of both the social sciences and the humanities at UCM. For example, it is clear that anthropology is a discipline of interest to students enrolling in the World Cultures and History graduate program, as there are current graduate students who are emphasizing anthropology in their studies and proposed dissertation research. In addition, Hull has been involved in cross-school discussions on the development of an Environmental Policy and Management program at UCM. These efforts demonstrate that anthropology provides a natural interdisciplinary base from which to promote faculty collaboration and attract students to UCM. All three anthropology faculty are affiliated with both the Social and Cognitive Science and the World Cultures graduate groups, and we envision continued interdisciplinary graduate instruction and advising, providing an anthropological perspective on cross-cutting research themes. In Spring 2007 and Fall 2008 both DeLugan and Hull led one session each for WCH 201. In Fall 2007, DeLugan taught WCH 260 (Social Memory) and Hull is teaching WCH 262 (Material Culture) in Spring 2008. DeLugan is also currently the major advisor for one World Cultures graduate student and in AY 2007-08 will serve on his and one additional Ph.D. oral committee. Similarly, Hull served on one Ph.D. oral committee in AY 2006-07 and will serve on two in AY 2007-08.

3.3 Interdisciplinary Opportunities

Anthropology is inherently interdisciplinary. Through its subfields, anthropology spans theory, method, and inquiry common to the social sciences, humanities, and natural sciences. Therefore, anthropology will substantially contribute to interdisciplinarity at UCM.

One of the six challenges outlined in Section 1 above is to identify anthropological intersections for interdisciplinary partnerships in faculty, graduate, and undergraduate teaching and research to fulfill the mid-term goal of creating distinctive interdisciplinary programs that make UCM unique within the UC system. Such programs will serve to attract both students and faculty who think "outside the box." As noted in our 2007 strategic plan, we suggest that this process be initiated by developing a prioritized list of possible interdisciplinary undergraduate minors and/or graduate tracks or emphases by the end of AY 2008-09 in consultation with SSHA faculty and faculty in other schools. Perhaps this will be addressed In the Strategic Academic Planning (SAP) effort currently underway at UCM. This list will contribute to faculty hiring decisions

across all SSHA programs for the next five years. Intersections with connections to anthropology might include:

- public culture and world heritage – drawing on faculty strengths in museums, cultural resource management, collective identity and social memory, tourism, and heritage studies
- citizenship and social action – drawing on faculty interests in social movements, poverty and social inequality, gender-race-ethnicity, the nation-state, migration, community-university partnerships, and activist scholarship/action research
- health, environment, and society – drawing on SSHA and other UCM faculty interests in medicine and natural and social environments, including urban, rural, and natural settings
- geographic information studies – drawing on faculty interests in spatial analysis, cultural resource management, and the unique applications to humanities-based teaching and research

The Anthropology faculty have already been engaged in conversations with Dean Pallavicini regarding anthropological contributions to the proposed UCM medical school, and faculty have also contributed to planning documents for the new World Heritage program.

Other avenues through which Anthropology faculty and the Anthropology program can contribute to interdisciplinarity at UCM are in the development of campus-wide research centers and institutes. Hull is already affiliated with the Sierra Nevada Research Institute (SNRI), and DeLugan is currently involved in the planning of a Center for Research on Inequality that will focus on regional, national and global disparities. As we look to the future—perhaps even beyond the five years covered by this plan—we can also envision the recruitment of a socio-cultural anthropologist with expertise in environmental issues who might contribute to initiatives at SNRI. In addition, DeLugan is participating in discussions regarding a potential Multicampus Research Unit (MRU) between UCM, UC Berkeley, UC Center-Sacramento, and UC Davis on Poverty and Justice in the San Joaquin Valley, to be housed at UCM. Anthropology faculty also support the recommendation that a Humanities-based Organized Research Unit be established at UCM, and anticipate contributing to that initiative if and when it is approved.

Likewise, anthropology faculty will continue to advance excellence in individual and collaborative anthropological research and scholarship, with particular attention to possible participation in university and community solution-oriented research collaborations. We anticipate contributing to or leading proposal development and grant-writing to draw resources to UCM for these research objectives. DeLugan has already devoted considerable energy to developing a new organization—Community-University Research and Action for Justice (CURAJ), a Central Valley-wide initiative—that will network the academic community with community-based organizations to address pressing local issues. DeLugan and Hull are also working to strengthen the support structure and communication network at UCM for faculty interested in developing and collaborating across campus on regional research as well as service-learning and student internship opportunities.

While DeLugan and Hull are currently focusing on cultivating local and regional community outreach projects, Wedel's work as a member of the New York African Burial Ground Project is demonstrating such partnerships on a national scale. This project involves collaboration of anthropological archaeologists, biological anthropologists, historians, and an active descendant community to refine national understanding of the effects of enslavement on New Yorkers of African descent. As a contributing partner in this network of scholars, Wedel has been able to exemplify the standards of excellence in community partnerships to which we aspire in our research.

Finally, Anthropology faculty will serve and support SSHA by promoting (both internally and externally)

SSHA's inherent value to UCM, its faculty, and students in its academic leadership in both traditional and nontraditional fields and in addressing the long-term goal that UCM serve as an excellent research institution in all fields it represents. We will work to identify existing or new fields in which SSHA and UCM can excel or lead in creative research and teaching, and support hiring in those fields.

3.4 Resources

As noted in Section 1 above, six challenges currently exist for the development of the Anthropology program at UCM, five of which are directly related to resources. First, the Anthropology program must have sufficient faculty in the three core sub-fields to support the undergraduate minor and major requirements and graduate instruction. The Anthropology program now has one faculty member in each sub-field, but the goal is to build this out to at least two faculty within each sub-field within the 5-year span of this strategic plan to meet these basic needs. Although the Anthropology major will likely be underway by Fall 2008 and can begin with just four ladder-rank faculty, at least one additional ladder-rank faculty in archaeological anthropology is required by Fall 2009 to move students through the major. In addition, at least one lecturer in biological anthropology will be necessary by Fall 2010, although a sixth ladder-rank FTE for this position is preferred. In addition to supporting undergraduate and graduate instruction, the anticipated hires will also facilitate collaboration across the sub-fields and with other social science, humanities, and natural science fields to foster creative thinking, research, teaching, and problem-solving.

We are currently searching for a senior socio-cultural anthropologist, who will bring a specialization in medical anthropology and be poised to articulate with the initial cross-field teaching and research areas identified for the Anthropology program in Section 3 above. In addition to providing critical mass for initiation of the major and important mentoring and leadership for the current junior faculty, this faculty member will engage with the social sciences, humanities, and possibly biological sciences as well as other campus initiatives including the proposed medical school. Research and teaching in medical anthropology may address issues of intercultural understanding in medical practice and access to care, disparities in health status, and non-western practices and concepts of illness, healing, and grief.

Our priority is to hire a senior archaeological anthropologist no later than Fall 2009. This position is critical to the development of required laboratory methods courses that are a bottleneck to student progress through the major, given necessary enrollment limits. Furthermore, only a tenure-track faculty member can access research collections required to support such instruction and work with other faculty to provide a variety of technical specialties. This faculty member will bring expertise in complex societies and methodological interests in faunal, paleoethnobotanical, or ceramic analysis, thus complementing existing archaeological expertise in small-scale societies and analysis of stone tools. The ideal candidate will have research interests in the social aspects of food, diet and nutrition, or plant or animal domestication, and will articulate with the social sciences, humanities, and natural sciences, as well as WCI and, perhaps, the proposed MRU on food studies based at UC Davis. Research expertise in the Americas is desirable, as we envision that the Anthropology program at UCM will initially emphasize a hemispheric perspective, capitalizing on existing faculty expertise and interests. This would also resonate with similar plans in Literature and History and will complement existing faculty research in areas such as indigeneity, colonialism, demography, the nation-state, migration and transnationalism, and public culture. The addition of this archaeological anthropologist will also facilitate flexibility in teaching rotations for anthropology faculty, as a whole, thus permitting more regular instruction of anthropology courses incorporated in the American Studies minor and new world heritage program.

As noted above, the next hiring priority after a second anthropological archaeologist is a second biological anthropologist. While a lecturer in biological anthropology might help service the major

through periodic instruction of ANTH 5 in the short term, a lecturer is unable to contribute to upper division laboratory instruction, since such instruction is generally based in faculty research collections. Therefore, a ladder-rank faculty is required, with a preferred methodological specialization in bone chemistry and stable isotope analysis pertinent for addressing questions of diet and demography. Such research would complement existing faculty and programmatic strengths in health, nutrition, and migration, while also possibly contributing to other keys areas such as ethnicity, identity, and demography. We envision that this faculty member could take advantage of existing core campus ICPMS equipment for such research.

The second resource need for the Anthropology program is sufficient "damp" and "wet" laboratory space for both research and teaching for faculty whose specializations require such space. This is a particularly critical issue with potentially serious consequences given the resources currently available. The lack of sufficient research laboratory space may hamper attracting and retaining top faculty, while the lack of sufficient teaching laboratory space will undermine initiation and maintenance of the Anthropology major and minor. Pending completion of SSM, our short-term strategy In AY 2007-08 turned to securing research laboratory space at Castle for both current and anticipated faculty in biological and archaeological anthropology. Anthropology research laboratory space planned for SSM—augmented by Wedel's laboratory at Castle—is sufficient for current faculty in these two sub-fields. This may not be true for future colleagues, however, particularly if we hire faculty whose research includes analysis of phytoliths, pollen, or genetic material. The inability to reconfigure SSM anthropology laboratories to permit the addition of fume hoods (due to building specifications, including the lack of back-up power) necessary for such research means that additional research laboratory space must be identified in SEI and/or SEII. Thus, anthropology faculty must be included in planning for SEII or these needs must be anticipated as space in SEI is reallocated with the completion of SEII.

Third, we need a commitment from the Provost's office regarding dedicated teaching laboratory space for undergraduate education in both archaeological and biological anthropology. Dedicated space is needed because substantial instructional collections must be stored on-site, institutions or agencies lending these archaeological and osteological collections impose strict security requirements for such storage, and off-hour access and layout space is required for students working with collections over the course of a semester for laboratory classes and/or individual undergraduate research projects. We have identified one room (COB 110) that can suffice in the short term, and use of the adjoining room (COB 114) would be desirable once that space is relinquished by the Arts program upon completion of SSM. In the long-term, anthropology faculty will require two dedicated, approximately 1,200 ASF teaching labs—one for archaeological laboratory classes and discussion sections, and the other for biological laboratory classes and lower division discussion sections. If a commitment is made to long-term use of COB 110 for Anthropology labs, than the most-likely candidate for the second lab is COB 114, which is currently used for art instruction. Since art teaching space has been programmed for SSM—and no Anthropology teaching laboratory space has been so designated within SSM or any other campus building—it appears this space could be available for Anthropology by Spring of 2010 if the planned SSM space is sufficient for arts instruction. Until COB 114 is made available, the Anthropology program would use COB 110 (once dedicated to Anthropology Instruction) for both archaeological and biological anthropology teaching labs. If Anthropology teaching lab space cannot be dedicated within COB, then it must be found in SEI or SEII. Given the delayed construction schedule for the latter building, however, this could severely impact necessary laboratory instruction for undergraduate students. We also see potential to incorporate landscaping outside COB 110/114 into instruction, providing an innovative and exciting learning experience for undergraduates studying archaeological techniques and methods.

Fourth, the Anthropology program must secure internal or external funding to develop instructional infrastructure to support undergraduate education. This is particularly critical given the substantial

financial investment required to support biological anthropology, in particular. Resources already acquired to support lower division instruction include a two locking metal storage cabinets, a glass display cabinet and casts of fossil hominids skulls, selected primate skulls and skeletons, and a modern human skeleton. Additional materials are required to satisfy needs for ANTH 5, and additional instructional resources are also required for one or more upper division biological anthropology course. These include casts or type collections used to assess age, sex, ancestry, pathologies, and other physical characteristics from human skeletal remains. We estimate that $15,000 is necessary to complete the collection of casts and specimens required for lower-division instructional needs in biological anthropology. Cost estimates for upper-division needs in biological anthropology will depend upon the next faculty hire within this sub-field, but expenses for the skeletons and models needed for Wedel's methods courses are estimated at $20,000. Similarly, upper division archaeological laboratory courses require modest laboratory equipment and laboratory furniture (e.g., digital scales, microscopes, calipers), and field equipment is required for an archaeological field course or field school (e.g., GPS units, compasses, screens, shovels, trowels, tape measures, etc.). It is anticipated that the total cost for both the archaeological laboratory and field equipment will not exceed $20,000. Anthropology faculty are pursuing internal and external sources of funding to acquire necessary instructional laboratory materials.

Finally, the Anthropology program—and, especially, undergraduate Anthropology majors—would be better served by improving the library resources in anthropology at UCM. Although we appreciate library space limitations and we support the use of electronic resources whenever possible, primary ethnographic and archaeological literature that is typically unavailable in digital format is critical to teaching specific anthropological subject matter as well as developing undergraduate research and writing skills. Archaeology, in particular, is inherently visual, drawing on material culture to make inferences ranging from technology to economy to sociopolitical organization. Therefore, students often cannot rely on web-based search engines or finding aids that only provide book or article titles, since these methods fail to identify appropriate materials for inter-library loans for research papers. Unlike some fields in which only the latest data are relevant and electronic journal articles are the disciplinary standard, primary ethnographic and archaeological literature are often revisited to gain additional insights and assess new hypotheses. We are aware of potential opportunities to acquire all or part of personal libraries of retiring faculty at other California institutions, and we hope that the Library will support or initiate these or other efforts to acquire classic monograph series such as the *University of California Publications in American Archaeology and Ethnology*, the *University of California Archaeological Survey Reports*, and primary ethnographic literature for California or other regions as identified by Anthropology faculty. Another option is to complete digital scanning of such classic series, since many are UC publications, and the Library has already supported a similar digital publishing effort for the *Journal of California and Great Basin Anthropology*, a publication of the Malki Museum. Efforts are also underway by anthropology faculty to begin building an anthropology multimedia collection.

In summary, this Strategic Plan calls for hiring one additional archaeological anthropologist (Associate Professor or Professor) during AY 2008-09, and one additional biological anthropologist (Open Rank) in AY 2009-2010**.** Ladder-rank faculty are required so that anthropological research emphases within our program can be strengthened and students will have access to laboratory instruction and research opportunities. Anthropology faculty are currently working with the SSM design team to ensure adequate research laboratories for new hires and existing faculty, and we are continuing efforts to make the administration aware of critical short- and long-term teaching and research laboratory needs in archaeological and biological anthropology. It is especially important that COB 110 be set aside as a dedicated anthropology teaching laboratory, as the anthropology major requires such space, and we hope that COB 114 will be available for the anthropology program after construction of SSM is complete.

3.5 Finances

See Section 3.1.

3.6 The Organization

Anthropology faculty are currently affiliated with the Humanities and World Cultures Unit within SSHA. Although Anthropology also has strong links to disciplines within the Policy and Decision Science Unit, we view our current affiliation as both positive and productive, since it facilitates interdisciplinary collaboration in the establishment of the World Heritage program, joint participation in the World Cultures graduate group, and development of an anticipated humanities research center.

As a small program for the foreseeable future, Anthropology must rely on other disciplines within SSHA for organizational support, as well as support for growth of the Anthropology faculty sufficient to initiate the major (i.e., Anthropology will not stand alone within the next 3-5 years). In the short term, support for growth of Anthropology based strictly on enrollment is inappropriate, however, due to the required laboratory methods courses that have relatively low enrollment caps. Nonetheless, the Anthropology major will incorporate some lecture-based methods courses to the extent possible, to facilitate start-up of the major with the smallest possible number of ladder-rank faculty. Anthropology faculty have worked and will continue to work aggressively to boost enrollment in both lower- and upper-division Anthropology classes for majors and non-majors to “subsidize” smaller upper-division laboratory methods courses. For example, Anthropology faculty have consistently participated in SSHA- or campus-wide recruitment events, and have marketed undergraduate anthropology courses both within and beyond SSHA.

3.7 Implementation

Implementation of this strategic plan for Anthropology depends, to a large extent, on the priorities and needs identified within SSHA and for UCM, as a whole. For example, prioritization in hiring the two additional required ladder-rank faculty for long-term viability of the Anthropology major will occur at the level of the School. Likewise, we depend upon the support of the administration in securing required dedicated teaching laboratory space, and we look to our partners across campus to support research laboratory needs and the development of interdisciplinary programs. Still, Anthropology faculty will work in partnership with SSHA to achieve all of the goals of this plan within the next five years, especially through our faculty participation in SSHA events and related efforts to recruit students to the Anthropology program, and through collaboration with our faculty colleagues to promote common academic interests through our teaching, research, and service endeavors.

APPENDIX B: POLICY AND DECISION SCIENCES

Table of Requested FTEs

Priority	Name of Position	Level (Lecturer/Assistant/ Associate/Full)	Primary Major Contribution (current or planned)	Secondary Major Contribution (optional)	Primary Graduate Group	Secondary Graduate Group (optional)	Estimated start-up costs	Estimated Space needs	Special needs and strategic considerations, if any
1	Political Science (behavior)	open	Political Science		SCS		~$50k	office	
2	Philosophy (normative)	open	Philosophy	Env. sci., biomedicine; mgmt	SCS	ENVE	~$50k	office	
3	Sociology (race/class/gender)	Tenured	Sociology		SCS		~$50k	Office	
4	Global Arts (ethnomus-icology)	Open	Developing the Global Arts program				~$50k	Office	
5	Political Science (institutions)	open	Political Science	potentially Economics & Sociology	SCS		~$50k	office	
6	Cognitive Science (perception)	tenured	Cognitive Science	Computer science	SCS	CSE	??????	??????	
7	Philosophy (phil. Of mind)	assistant	Philosophy	Cognitive Science	SCS		~$50k	office	
8	Economics (lecturer)	Lecturer PSOE series	Economics				none	office	
9	Media Arts Technique	Lecturer PSOE series	Developing the Media Arts Technique program				?????	?????	?????
10	Sociology (institutions)	open	Sociology	potentially Economics & Political Science	SCS		~$50k	office	

11	Philosophy (aesthetics)	assistant	Philosophy	Global Arts				office	
12	Cognitive Science (neurosci)	open	Cognitive Science	Biology	SCS		????	?????	????
13	Economics (econometrics)	open	Economics	Math	SCS	Applied Math	~$50k	office	
14	Political Science (democracy)	open	Political Science		SCS		~$50k	Office	
15	Cognitive Science (computational linguistics)	open	Cognitive Science		SCS		????	?????	????

This table was approved by a vote of the School of _____ faculty on (date).

Notes: This table should reflect school priorities, although it is possible that multiple positions will be assigned to the same priority level. Additional considerations such as opportunity hires, spousal hires, diversity issues, should be noted where relevant, with further description in the text of the plan.

COGNITIVE SCIENCE STRATEGIC PLAN

0. Executive Summary

"*UC Merced Cognitive Science will be one of the top ten cognitive science programs in the world by 2010.* "

Cognitive Science is an interdisciplinary field that combines theories and methods from computer science, linguistics, philosophy, psychology, and neurobiology, with the aim of understanding how cognition emerges within and between biological organisms and artificial systems. Some cognitive scientists conduct research in universities, and others pursue careers in areas as diverse as cognitive engineering, information sciences, management, law, service science, intelligent systems, graphic design, and medicine.

Cognitive Science has quickly become a signature program at UC Merced. It's popular among undergraduates, and has captured the attention of cognitive scientists worldwide. This success is the result of careful planning, outstanding hires, a strong vision, and an emphasis on excellence in interdisciplinary research. It is also the result of a growing interest in cognitive science as a field, as evidenced by a rapidly increasing number of cognitive science departments and programs in the US and abroad.

To thrive, Cognitive Science must maintain balanced ties to all its related disciplines. Only then can it benefit from the cross-fostering of ideas in various research and teaching agendas on the campus while providing added value to each of the other disciplines. Cognitive Science will, therefore, contribute in a balanced way to different strategic areas at UC Merced, for example, through links to Engineering, Biological Sciences, and Management. Cognitive Science will continue to serve as a hub of scientific and academic integration amidst the exceptional intellectual synthesis that promises to make UC Merced unique within the University of California system, and among universities around the world.

For 2008-2009, Cognitive Science plans two new faculty lines, one in visual perception and one in cognitive neuroscience, establishing links to biological sciences.

1. The Challenges

Cognitive Science has gotten off to a strong start at UC Merced, yet some challenges lie ahead. In particular, we need to

- obtain faculty positions to fill important gaps and further build areas of strength
- hire faculty who will actively seek and obtain extramural funding
- develop a stand alone Cognitive Science PhD
- strengthen ties to the School of Engineering
- build bridges to the School of Natural Science
- ensure that our program has strengths in multiple sub-areas of Cognitive Science
- improve recruiting efforts for undergraduate and graduate students
- expand research opportunities for students from underrepresented groups
- acquire adequate research space for faculty and graduate students
- achieve high goals and maintain visibility despite a lack of resources

2. The Strategy

By raising Cognitive Science as a beacon of excellence within UC Merced, an impressively large and diverse array of related disciplines will be similarly raised with it. Due to its integration of many researchers across all schools on the campus in their joint endeavor of studying how biological and artificial minds work, programs such as computer science, psychology, economics, management, and the biological sciences will all benefit from an institutional commitment to Cognitive Science.

2.1 Vision

When college seniors the world over ask where they should do their graduate work in cognitive science, the faculty advisors will rattle off the top PhD programs in Cognitive Science: UCSD, Johns Hopkins, Edinburgh, Indiana, MIT, Brown, Rochester, and UC Merced. Our vision of being a top ten program is viable given our growing visibility, research strengths, and ability to showcase a new cognitive science program at a UC. It is also feasible given that the number of Cognitive Science PhD programs is still considerably smaller than the number of programs in related fields (e.g., Computer Science, Psychology), and given that our PhD program will be one of two such doctoral programs on the west coast (along with UCSD).

Having a top ten program in Cognitive Science will yield many positive outcomes, especially to our students. Our undergraduates will be admitted to well-known Cognitive Science PhD programs, such as MIT or UCSD, or obtain profitable jobs, especially in companies in nearby Silicon Valley. The latter is a likely outcome for many of our students given current hiring trends. Many high tech companies plan to employ large numbers of service scientists (applied cognitive scientists with expertise in programming and management) in the coming decade. For instance, IBM will hire 50,000 individuals in this area to secure its position as a world leader in service science management and engineering. To ensure they will have service scientists to hire, IBM is providing seed money and establishing partnerships with universities worldwide, such as UC Berkeley, UCSC, and universities throughout Europe and China. (See recent issues of *Business Week* and *Computer World*.) (For other benefits, see section 3.)

UC Merced Cognitive Science will quickly become one of the signature badges of honor for the campus and the UC system, with considerably less investment than would be needed for building such prestige in other disciplines that are already represented at most universities. Essentially, institutional investment in Cognitive Science is a “lowhanging fruit” with enormous pay-off that will spread beyond the Cognitive Science Program to connected disciplines, including Computer Science, Psychology, Biology, Philosophy, Economics and Management. As Cognitive Science is an interdisciplinary hub that connects SSHA with Engineering and Biological Sciences, it has the potential to benefit more comprehensively than the sub-areas comprising it. The resulting accumulation of synergistic activities in and through Cognitive Science will feed back to the various supporting disciplines, improving their own visibility and prestige in return.

2.2 Mission

Through its scientifically rigorous integration of a variety of theoretical frameworks and methodological approaches in the study of intelligent behavior, the Cognitive Science Program acts as an interdisciplinary hub that both draws from and gives back to the research and education strengths that are growing at UC Merced throughout the Social Sciences, Humanities and Arts, Engineering, and Biological Sciences.

3. Goals and Strategies

Strengths. There are four emerging areas of research strength in the Cognitive Science program at UC Merced. Each provides multiple routes for multidisciplinary interaction, and together they form the foundation on which expansion will be based. These research areas will make our Cognitive Science program well-known:

1. *Computation*, e.g., robotics (Carpin, Kallman), machine learning (Carreira-Perpinan, Newsam), Bayesian reasoning (Heit), neural networks (Noelle), dynamical systems (Yoshimi, Spivey), distributed cognition (Maglio).
2. *Reasoning*, e.g., concepts (Heit), cognitive control (Noelle), artificial intelligence (Kallman), philosophy of mind (Yoshimi), problem-solving (Maglio)
3. *Perception*, e.g., computer vision (Newsam), spatial cognition (Matlock), visual attention (Spivey)
4. *Language*, e.g., psycholinguistics and cognitive linguistics (Matlock), sentence processing (Spivey)

Weaknesses. First, with the aim of a dozen Cognitive Science faculty in 2012, we will not be able to build definitive links among *all* areas of cognitive science or to connect to as many related disciplines as we might like. The key strengths listed above necessarily leave openings in certain cognitive research topics, where only one or two of our faculty will have expertise, such as memory, problem solving, action. However, these weaknesses are greatly outweighed by the benefits from having our four critical-mass strengths. Second, we will be unable to hire as many neuroscientists as we would like in the next five years because we have limited resources for some types of neurophysiological investigation. We hope more resources will be available when the Medical School comes onboard in a few years. Third, it may become increasingly more difficult to conduct cognitive science research in a school with humanists, artists, and social scientists who do not collect controlled laboratory data. Such a school cannot adequately offer the resources (e.g., lab space) that are imperative to publishing and to obtaining extramural funding for cognitive science research.

Opportunities. The opportunities that arise from building a strong Cognitive Science Program at UC Merced are numerous. Opportunities for interdisciplinary research methods that would be difficult or impossible at many other universities, such as cognitive engineering, computational linguistics, computational neuroscience, and decision science will be facilitated by the rich interaction among disciplines exhibited by our cognitive science program. Similarly, our program produces rare interdisciplinary educational opportunities for Cognitive Science undergraduates, such as project-based training that combines programming, systems design, experimental protocols, and experience with technologically advanced laboratory equipment. Undergraduate cognitive science courses and lab opportunities also allow other

majors in SSHA to combine science with the arts or humanities in any number of interesting projects (e.g., new media; cognition of music; visual processing of art; metaphor comprehension; discourse analysis of literary works; comparative linguistics). They also provide students from Natural Sciences (NS) and the School of Engineering (SofE), for instance, those majoring in biology and computer science, the opportunity to take social science classes related to their interests (e.g., *Introduction to Cognitive Science, Artificial Intelligence, Neural Networks, Cognitive Neuroscience*).

Graduate training in Cognitive Science can prepare PhD's for academic posts not only in cognitive science departments but also in psychology departments, philosophy departments, computer science departments, and linguistics departments, as well as for industry positions in areas related to cognitive engineering, data mining, and machine learning. Cognitive Science training on our campus will also benefit students from underrepresented groups. Many of our current undergraduates are from ethnically diverse backgrounds or are women. The low representation of women and other minorities (below 10 percent) is viewed as a problem in cognitive science departments and programs across the country, and among members of the Cognitive Science Society.

Threats. As with cognitive science communities everywhere, it will be important for our Cognitive Science Program's image to carefully avoid the mistaken impression that cognitive science is just a branch of cognitive psychology. With sustained emphases on our computational and neurobiological components, as well as our philosophical and theoretical linguistics components, Cognitive Science at UC Merced will succeed at maintaining its own unique identity as a dynamic interdisciplinary hub, and not an encapsulated discipline by itself.

It will also be important for us to garner as much support as possible from UC Merced administration over the next five years. Though our program is unlikely to have as many majors as some traditional disciplines such as Psychology, Economics, or Biological Sciences, our cognitive science courses will continue to have impressive enrollments and play an important service role for students in SSHA, Natural Sciences, and in the School of Engineering (see Section 3.2 for details). Moreover, in this early phase, it is critical for us to foster our reputation as a rapidly growing pillar of excellence and innovation in cognitive science research and teaching. A strong reputation will reap many benefits for SSHA as well as the campus at large, including further extramural funding and increased enrollments.

3.1 Research Opportunities and Funding

Although most academic programs generally seek research funding from one or two basic sources, the Cognitive Science Program's research projects can, and do, draw from a wide variety of external research funding sources, including grants from

- government institutions
  NSF, NIH, DARPA
- private institutions
  McDonnell, Sloan
- University of California partnerships
  UCOP Digital Media Discovery Grants, CITRIS
- local industry groups and high-tech companies
  HP, IBM Research, Google

Our Cognitive Science program is a natural candidate for a training grant (such as an NSF GK12 or NIH T32) including graduate student fellowships, post-doctoral fellowships, conference travel funds, and its own colloquium budget. We are already in a good position to seek this type of funding because our faculty have an impressive track record of external support.

3.2 Teaching Opportunities and Enrollment

UC Merced Cognitive Science has caught the attention of cognitive scientists worldwide since its inception in 2004-5. When the campus opened, cognitive science courses instantly caught the interest of students who wanted interdisciplinary training in human behavior, biology, and technology. In early 2005, a cognitive science emphasis track under SCS was created, and last year, our Cognitive Science majors, BA and BS, were created along with a Cognitive Science minor.

The number of cognitive science majors will never be as large as the more traditional "bread and butter" majors, such as psychology or political science. However, the number of cognitive science majors is already impressive (28 COGS majors and 3 COGS minors reported in September, 2007). Moreover, as is the case at UCSD, UC Berkeley or other campuses with cognitive science undergraduate programs, our courses function as service courses for students in other areas, including biology and psychology.

Student interest in cognitive science is evident in course enrollments. Last year saw 419 enrollments in COGS courses: 214 in Fall 2006 and 205 in Spring 2007. This Fall alone we have 294 enrollments. Many of these were crosslisted with other areas, for instance, Heit's COGS/PSY 121 or Maglio's COGS 152/MGMT 150.

2008-9 and beyond

Undergraduate Training. In 2008 to 2009, we will continue to teach undergraduate COGS courses for majors and non-majors, especially, COGS 1 (*Introduction to Cognitive Science*), COGS 5 (*Introduction to Language and Linguistics),* COGS 103 *(Introduction to Neural Networks in Cognitive Science*), COGS 110 *(Philosophy of Cognitive Science*), COGS 121 (*Cognitive Psychology*), and COGS 125 (*Artificial Intelligence*). We will not, however, be sufficiently staffed to cover all courses that are needed. Note that most Cognitive Science faculty teach in other areas (Heit, Psychology; Yoshimi, Philosophy; Noelle, Computer Science & Engineering; Maglio [adjunct], Management), and this restricts COGS offerings. Spivey (arrives 2008) and new hires (if successful) may teach required COGS 101 (*Mind, Brain, and Computation*) and COGS 105 (*Research Methods for Cognitive Scientists*) in addition to popular electives (e.g., COGS 140, *Perception*), but they will also need to develop and teach new courses for our graduate program. A larger teaching staff would enable us to cover courses that are of interest to students but that we are unable offer at present, for instance, COGS 102 *(Introduction to Cognitive Modeling*), COGS 128 (*Cognitive Engineering*), COGS 141 (*Cognitive Science Applications for Management*), COGS 175 (*Spatial Cognition*), in addition to courses that have yet to be developed, including *Introduction to Neuroscience*, *Introduction to Computational Linguistics* and *Seminar in Visual Perception*.

To meet our students' diverse needs and ensure their success in graduate school and the job market, we would like to establish new emphases for the Cognitive Science BA and

BS in 2008-9. For the BS, current plans include emphases in *Cognitive Engineering* and in *Neurobiology*. For the BA, current plans include emphases in *Philosophy of Mind* and in *Linguistics*. The Linguistics emphasis will meet the needs of many UC Merced students with an interest in language. Because there are no plans for a Linguistics major on the campus and because language is a pillar of cognitive science, our group is in an excellent position to provide training in this area. Other emphases to be discussed include service science.

Graduate Training. We are currently developing our stand alone PhD program and will apply for CCGA recognition later this year. Until CCGA approval is obtained, cognitive science faculty will continue to be members of, or affiliated with, the Cognitive Science emphasis track within the Social and Cognitive Sciences (SCS) graduate group. Faculty will fill graduate-level teaching needs, such as COGS 250 (*Mind, Technology, and Society* colloquium series), and in the coming years will develop COGS courses. There are currently five students in the Cognitive Science PhD program in SCS.

We have attempted to recruit students through our website and by distributing pamphlets (2006-7) or other materials to undergraduates in departments of cognitive science, psychology, philosophy, or computer science nationwide[15]. When we have more faculty, we shall explore other ways to recruit, such as team visits to other UC campuses.

3.3 Interdisciplinary Opportunities

Cognitive Science at UC Merced is already firmly committed to excellence in interdisciplinary research. Several of our faculty conduct interdisciplinary research or collaborate with scientists in other disciplines. For example, a computer scientist is developing virtual agent animation in collaboration with a psycholinguist. An engineer studying pattern recognition is connecting with a vision researcher who conducts eye-movement recordings. A cognitive linguist studying sentence comprehension is collaborating with a psychologist studying visually-guided reaching movements. A cognitive psychologist is collaborating with a political scientist on the effects of context on judgments about ballot propositions. And a computational neuroscientist exploring neural network modeling is interacting with a neurophilosopher experimenting with dynamical systems theory. With additional hires in the areas listed in the next section, there will be dozens of interdisciplinary research collaborations and educational initiatives stretching between SSHA, Engineering, and Biological Sciences, fulfilling the promise of UC Merced as an institution of unparalleled excellence in interdisciplinary research and teaching.

We will continue to initiate and foster interdisciplinary opportunities in SSHA and across schools. Within SSHA, we highlight our support for growth in the number of Philosophy faculty. (Philosophy currently has only one faculty member). Just as there would be many synergies between Philosophy faculty and Cognitive Science faculty, additional Philosophy faculty would provide many course opportunities for Cognitive Science majors and indeed all other majors around the university. In Natural Sciences, we support growth in neuroscience. Hiring neuroscientists will help round out Cognitive Science offerings and encourage interaction between Biology and Cognitive Science. In the School of Engineering, we continue to offer support for hires that open up new lines of interdisciplinary research between Cognitive

[15] See our website and the recruiting pamphlet at http://cogsci.ucmerced.edu

Science and Computer Science, including intelligent systems, information sciences, design, and data analysis.

3.4 Resources

UC Merced's Cognitive Science faculty have strong interdisciplinary research and teaching interests. In their research, key areas of group strength are emerging: computation, language, reasoning, and perception. In teaching, some COGS courses are covered full-time and some are covered half-time. Only one faculty member is covering COGS courses full-time: Teenie Matlock. In Fall 2008, Michael Spivey will devote all his teaching effort to COGS courses as well[16]. Faculty who teach COGS courses half-time are Evan Heit (also Psychology and Management), David Noelle (also Engineering), and Jeff Yoshimi (also Philosophy). Other faculty occasionally teach COGS courses, including Paul Maglio (Cognitive Science Adjunct with one COGS/MGMT course per year) and Shawn Newsam (Engineering, one graduate COGS course bi-annually).

Faculty who support the graduate and research programs in Cognitive Science at UC Merced but who do not teach COGS classes include Stefano Carpin (Engineering), Miguel Carreira-Perpinan (Engineering), Michelle Chouinard (Psychology), Yarrow Dunham (Psychology), Marcelo Kallmann (Engineering), and Steve Nicholson (Political Science).

Faculty Development In 2007-2008

Efforts are currently underway to fill 1.5 FTE tenure track faculty positions in Cognitive Science by the end of the 2007-2008 academic year. These positions include a senior position to be housed in Cognitive Science and a junior position involving a joint appointment between SSHA and the School of Engineering.

The senior opening is, in many ways, a replacement for a search that failed late in the negotiation process last year, when a very strong and interested candidate was lost due to delays in our hiring procedures. The reinstantiated senior search has been fairly broad in terms of research area scope, and preliminary indications from the search committee suggest a reasonable likelihood of filling this position with a very strong candidate, though not with a candidate whose research interests lie in the area of visual perception, which was the focus of the search that failed last year. Thus, while the cognitive science program stands to benefit strongly from this existing search, a priority remains for hiring a colleague with a research program in visual perception.

The current junior opening is in Cognitive Engineering. As such, it is planned to be a joint appointment with the School of Engineering. The search has focused on a few domains within the broader field of applied cognitive science, including the study of human-computer interaction and the development of computational models of group cognition. The schedule for

[16] Michael Spivey is already fully engaged in searches and programming building even though he is still at Cornell University. This year he is playing a leading role in the development of the Cognitive Science PhD program, and in the next few years, he will play a key role in easing Cognitive Science into department status.

this search is following standards from the field of computer science, in which interviews rarely take place before January, so there is currently little information concerning the likely outcome of this effort.

Faculty Development In 2008-2010

As described earlier in this document, the Cognitive Science program is strategically positioning itself to exhibit certain focal research strengths, including computation, reasoning, perception, and language. One additional faculty hire is needed in the next couple of years in order to firmly establish these areas of program specialization: a position in visual perception. Once this position is filled, we intend to shift our priorities toward areas of expertise that are needed to remove any residual concerns over the ability of our faculty to provide comprehensive training in cognitive science at both the undergraduate and graduate levels. The minimal degree of breadth and balance across subfields of cognitive science represented by these additional hires will be critical for launching a stand-alone, CCGA-approved, Ph.D. program in Cognitive Science, as well as for establishing the reputation of this program worldwide.

Four positions are sought for 2008 to 2010, with an initial preference for the first two of these during the 2008-2009 academic year. We note at the outset that each of these positions has some potential to be a cross-school or cross-area appointment, although ideally each search should have some flexibility in this regard. We intend to include broad interests on search committees, including representatives from both SSHA and the School of Natural Sciences for the Cognitive Neuroscience search and including representatives from both SSHA and the School of Engineering for the Computational Linguistics search, for example. During all of these searches, extra measures will be taken to solicit applications from women and minorities.

Our priorities for 2008 to 2010 are as follows:

1. Visual Perception.

Level: Assistant or beginning Associate Professor. This position could build ties with the School of Natural Sciences, possibly involving a split FTE.

While visual perception is perhaps the most thoroughly studied aspect of human cognition and of the human brain, there are still many foundational puzzles to be solved. For example, much early work on vision highlighted the forward-flowing chain of processes from the photoreceptors in the retina of the eye to the mental representation of scenes containing objects, but recent research is increasingly uncovering top-down and interactive effects in visual processing. Task-driven attention has been found to influence visual processing only one neural "step" from the retina. Some attentional effects are interestingly cross-modal, as when attention to a mobile telephone conversation hinders perception of the road ahead. Imagination has been found to activate perceptual processes in a manner similar to when imagined objects are actually perceived. Learning linguistic labels for different classes of objects can shape the nature of perceptual acuity. Attention to one aspect of a scene can make a person effectively blind to even radical, but unrelated, events in the scene. In addition to these issues of top-down influences, there are many other important open questions in the world of perception, ranging from the mechanisms that allow us to recognize a person by their pattern of motion to the

reasons that certain brain systems come to specialize on the perception of faces or buildings. Indeed, visual perception has been focal in recent investigations into the nature of consciousness. The Cognitive Science program at UC Merced needs an expert in this domain in order to meet its goals of program specialization, as well as to be recognized as a program of sufficient breadth to train the next generation of cognitive scientists. The ideal candidate for this position would bring extensive skills in the methods of psychophysics, which use behavioral measures to uncover the structure of perceptual processes. A research program with strong connections to the underlying neuroscience of vision would also be desirable. Through this association with neuroscience, this new faculty member could help build joint programs between the School of Natural Sciences and SSHA, introducing new opportunities for NIH funding. There are also opportunities for collaboration with School of Engineering faculty interested in machine vision (Newsam) or computer graphics and virtual reality (Kallmann). Research synergy within the Cognitive Science program would, of course, also be strong, with clear ties to Spivey's work on the interactions between object perception and language, Matlock's work on spatial perception and language, Heit's work on perceptual category learning, Noelle's work on attentional and cognitive control, and Yoshimi's work on consciousness.

2. Cognitive Neuroscience.

Level: Assistant or beginning Associate Professor. This position could build ties with the School of Natural Sciences, possibly involving a split FTE.

Cognitive Neuroscience is the study of the relationship between behavior and biology -- between cognition and the brain. Cognitive neuroscientists use a broad range of methods in pursuit of this goal, typically involving the augmentation of experimental psychology protocols with neuroscientific measures. Some cognitive neuroscientists use animal models, studying the effects of gene expression on behavior in rodents or directly recording neural activity in awake and behaving primates, for example. Some study patient populations, examining behavioral changes arising from focal brain damage or dysfunction in hopes of understanding the role played by specific neural systems. Most modern research programs in cognitive neuroscience, however, leverage sophisticated brain imaging technologies. These technologies allow brain activity to be measured during the performance of cognitive tasks. A variety of imaging methods exist, each with its own set of strengths and weaknesses. These include positron emission tomography (PET), magnetoencephalography (MEG), electroencephalography (EEG), and functional magnetic resonance imaging (fMRI). In addition to imaging the brain in action, technologies have been developed to temporarily manipulate neural function. These technologies include pharmacological methods and transcranial magnetic stimulation (TMS). Finally, techniques drawn from the fields of computational neuroscience and cognitive modeling may be used to give substance to elaborate theoretical accounts. UC Merced is poised to develop a world-class research and educational program in cognitive science, but this vision will not be realized without strong representation from the field of cognitive neuroscience. Increasingly, our understanding of the mind is being informed by our understanding of the brain. A faculty member in cognitive neuroscience is needed to legitimize and strengthen the cognitive science program at UC Merced. Such an individual would also contribute to the

university's interdisciplinary research mission by establishing connections between cognitive science in the School of Social Sciences, Humanities, and the Arts and the life sciences in the School of Natural Sciences. Such a faculty member would introduce opportunities to ground current behavioral research activities in physical neural processes, and she or he would substantially increase the competitiveness of UC Merced when attempting to garner research funds from NIH programs favoring behavioral research with a connection to neural function or brain disease. Recruiting a cognitive neuroscientist would also make a central contribution to multiple educational programs at UC Merced. Students in both social sciences and in the life sciences have expressed eagerness to enroll in neuroscience courses. While such courses are currently listed in the UC Merced catalog (e.g., Cognitive Neuroscience), we currently lack the appropriate staff to offer these courses. Undergraduate programs focusing on cognition or on human biology are fundamentally incomplete without some introduction to the brain and the central nervous system. Thus, this position will fill a critical gap in our course offerings and in our undergraduate programs. Social sciences and the life sciences represent some of the most popular programs at UC Merced, so this position is sure to have an enormous educational impact. At this point in the university's development, it is arguably unwise to commit to the development of a broad research and education program in neuroscience. Still, some expertise in cognitive neuroscience is needed to support our established programs. Without focal investment in a neuroscience infrastructure, some methods of the cognitive neuroscientist are impractical, including the use of expensive brain imaging technologies like fMRI. There are many qualified researchers with skills in other important methods, however. We envision recruiting an individual trained in relatively inexpensive techniques that are synergistic with established research practices at UC Merced. For example, a researcher who uses knock-out gene rodent models could collaborate with local biologists who use similar methods to investigate non-behavioral phenomena. Our preference for an initial cognitive neuroscience hire, however, would be for a researcher who uses some form of brain imaging technology with human participants. A research program of this kind would connect naturally to ongoing local research on computational cognitive neuroscience and neural network models (Noelle and Yoshimi), on motion generation and perception (Kallmann), and on eye movements and language (Matlock and Spivey). We are particularly interested in recruiting an expert in electroencephalography (EEG) and related "brain wave" analysis techniques, such as event-related potentials (ERP). This noninvasive imaging technology does not require much of an infrastructure, and it continues to provide deep insights into the neural basis of cognition. One promising possibility involves recruiting an EEG researcher who would be willing to develop methods for merging EEG imaging with the technologies used to track eye movements, in which our own Michael Spivey is an expert. The development of such a collaboration would place UC Merced on the map as one of the only institutions in the world in which the relationships between perception, eye movement, and neural function can be studied in humans at such a fine level of detail. In summary, the recruitment of a faculty member with expertise in cognitive neuroscience is critical to the success of the university's research and teaching missions across both cognitive science and the life sciences. The recruitment of such a scientist would not require any sort of commitment to the development of an extensive neuroscience infrastructure at UC Merced. By focusing on relatively inexpensive brain imaging technologies such as EEG, this researcher could immediately begin to make substantial contributions to cognitive science research and to neuroscience education across the UC Merced campus.

3. Computational Linguistics.

Level: Assistant or beginning Associate Professor. This position could build ties with the School of Engineering, possibly involving a split FTE.

This position will allow us to realize our goal of building strongly in language, strengthen our ties with the computer science program in the School of Engineering, meet important teaching needs in SSHA, permit us to hire in an area of linguistics that presents many opportunities for external funding, and provide training to our students in marketable skills. The ideal candidate for this faculty position will have relatively diverse training in linguistic theory, methods, and computer systems design, and he or she will have strengths in one or more of the following domains: statistical natural language processing, probabilistic context-free grammars, machine learning, case-based learning algorithms, speech recognition, latent semantic analysis, dialog systems, translation, comparative linguistics, phonetic analysis, and corpus linguistics. At the undergraduate level, this hire could teach COGS 5, *Introduction to Language and Linguistics*, which is both needed by Cognitive Science students and of interest to many non-majors in Literature, Psychology, and other areas of SSHA. This individual could also teach other undergraduate courses related to language, including COGS 180, *Topics in Cognitive Science*, for example. At the graduate level, this new faculty member would be expected to develop and teach new courses on computational linguistics and other advanced topics in language. Recruiting from this research specialization will provide support for Teenie Matlock's work in psycholinguistics, Shawn Newsam's work in machine learning and data mining, and Michael Spivey's work in sentence processing, among others.

4. Decision Science.

Level: Assistant Professor. This position could build ties with any new program in management at UC Merced.

Many of the most important situations in our lives require us to exercise our cognitive skills in deliberative reasoning under uncertainty in order to acquire rewards and avoid costs. Exciting work is currently being done on formally characterizing our reasoning processes in such situations, providing insights into our behavior at home, in the workplace, in the marketplace, and in society. This interdisciplinary field draws on data from cognitive psychology, behavioral economics, political science, and cognitive neuroscience. Some have characterized this innovative domain as "decision science", while others have dubbed it "neuroeconomics". The focus is on formal quantitative accounts of reasoning in a variety of areas, from financial decisions to judgments concerning health or environmental risks. Ideal candidates for this position will have research interests in areas like decision making and probabilistic reasoning in psychology, risk perception and management in behavioral economics, political cognition in behavioral political science, the brain systems involved in reward-based learning in neuroscience, or the use of information systems for policy enforcement and decision support in computer science. This new faculty member will facilitate ties with our Economics program and with any future School of Management. The position, once filled, is also expected to generate opportunities for industrial cooperation with the Cognitive Science program, including

research funding and student internship programs. This person would be expected to contribute to teaching in cognitive science, management, economics, and possibly political science. A new colleague with this background would naturally produce opportunities for collaboration incorporating Evan Heit's work on reasoning, Paul Maglio's work on service science, and Shawn Newsam's work on machine learning.

Faculty Development In 2011 And Beyond

We intend to make Cognitive Science at UC Merced a recognized world leader in terms of research and education by 2010. We expect that the variety of substantial developments that will occur in the next few years, including the expansion of our faculty, will have a profound impact on our plans for future growth. At this point in time, we continue to be committed to our focal areas of strength, and we plan to direct future hiring priorities toward a combination of these areas along with a foundational level of research-area diversity. To this end, we envision hiring a junior level faculty member specializing in motor control, complementing our strength in perception while building on local interests in such domains as eye movements. Our next priority would be for a colleague in spatial cognition or visual imagery, adding to our existing expertise in spatial effects on language and visual perception.

While a variety of faculty from across campus currently contribute to the cognitive science research enterprise at UC Merced, only 2.5 FTE lines are currently involved in the teaching of Cognitive Science courses. If all of the current searches are successful, and Spivey arrives on campus on schedule, this number will rise to 5 FTE total by the beginning of the 2008-2009 academic year. These are allocated as follows:

Faculty that Teach Only Cognitive Science Courses (3 total)
Matlock
Spivey
New Senior Hire

Faculty that Teach Half-Time Cognitive Science Courses (2 total)
Heit (and Psychology or Management)
Noelle (and Engineering)
Yoshimi (and Philosophy)
New Cognitive Engineering Hire

If we are successful in filling the top four priority positions outlined in this document, and if only two of these are hired as cross-school positions, our FTE count will rise to 8 by the beginning of the 2010-2011 academic year. The additional two positions foreseen for immediately beyond that point (currently expected in motor control and spatial cognition/visual imagery), would bring the number of FTE lines associated with Cognitive Science teaching to 10, which we see as approaching a healthy size for this program for the near future.

Summary Of Hiring Priorities

2008-2009 : Visual Perception

2008-2009 : Cognitive Neuroscience (Split Appointment)
2009-2010 : Computational Linguistics (Split Appointment)
2009-2010 : Decision Science
2010-2011 : TBD (Motor Control)
2011-2012 : TBD (Spatial Cognition/Visual Imagery)

3.5 Finances

Cognitive Science faculty members have an outstanding record of extramural funding, as shown in Table 3 (page 17). Continuing to aggressively seek grants from NSF, NIH, and other agencies will help us to provide excellent training to students in our labs and sustain our ability to conduct world-class research in the years to come. The following trends also ensure that our Cognitive Science Program will thrive:

- Enrollments in COGS courses are high at UC Merced (Section 3.2).
- Nearly 200 new Cognitive Science programs or departments have been established at universities in the past 20 years, including 106 departments and programs in the U.S. alone (e.g., UCSD, MIT, Johns Hopkins, Indiana University, University of Rochester).
- Cognitive Science majors are rapidly increasing at other UC campuses (e.g., there are currently about 350 majors and 30 minors at UCSD).
- More and more cognitive scientists are needed in the work force in the 21st Century, especially those with strengths in computer science and engineering, management, or neurobiology.

Based on the growing popularity of cognitive science as well as hiring trends, we anticipate as many as 240 Cognitive Science majors at UC Merced by 2010. This could mean as many as 100 students in the Cognitive Engineering track (BS), 70 students in the Neuroscience track (BS), and 70 students in the Cognitive Science BA in general. (See Section 3.2 for planned emphases.) And it will also mean new courses and larger enrollments in the courses we already have.

To cover the courses needed by Cognitive Science students and to continue to provide service courses to other groups on the campus, including Biology (e.g., many Biology majors), we will need a total of 12 Cognitive Science faculty.

In addition to administrative funding for faculty lines, we will continue to vigorously pursue extramural funding. Extramural funding will enable the Cognitive Science Program to develop innovative, interdisciplinary projects with colleagues in SSHA, such as Economics or Management, and with colleagues in Engineering or Natural Sciences. Cross-school collaborations have already been established. For instance, Marcelo Kallmann is setting up a motion capture laboratory with Teenie Matlock, Shawn Newsam, Stefano Carpin, and other faculty. The lab will be useful to several other cognitive scientists and engineers at UC Merced, including Michael Spivey and David Noelle. Extramural funding will also help support graduate students so they are not permanent teaching assistants. And it will help provide undergraduate students with research opportunities they need to succeed after graduation. The enhancement of undergraduate training resulting from this research support

will in turn increase enrollment of Cognitive Science majors.

Table 3. Cognitive Science faculty's external funding totals about 9.5 million dollars over the past five years.

David Noelle

2003 –2007	NSF Information Technology Research Grant (co-PI) "A Biologically Inspired Adaptive Working Memory System for Efficient Robot Control and Learning" $1,596,360 ($485,991 as subaward to the University of Missouri at Columbia)
2004 – 2006	NSF Information Technology Research Grant (PI) "A Biologically Inspired Adaptive Working Memory System for Efficient Robot Control and Learning" (Research Experiences for Undergraduates Supplement) $12,000
2004 – 2006	Vanderbilt University Discovery Grant Program (PI) "The Neural Basis of Rule Representations in Category Learning: Using fMRI to Test a Computational Neuroscience Model" $48,902
2005-2008	National Science Foundation (co-PI) " Understanding Conceptual and Cultural Change: The Role of Expertise and Flexibility in Folk Medicine" $618,967
2005-2006	DARPA (co-PI) "Biologically-Inspired Cognitive Architecture" $342,003

Evan Heit

2006-2009	NSF Perception, Action, and Cognition (PI) Identifying Reasoning Processes using Memory Methods $300,000
2006-2010	Australia Research Council (co-PI) The Development of Causal Induction $250,000

2004-2007

Biotechnology and Biological Sciences Research Council (UK) (co-PI) Encoding and retrieval in recognition memory $250,000

Teenie Matlock

2007-2010 NSF Major Research Instrumentation (co-PI)
"Acquisition of Equipment to Establish a Cognitive Sensorium and Visualization Facility at UC Merced"
$250,000

2006-2008 NSF Perception, Action, and Cognition (PI)
"Conference on the Future of Cognitive Science"
$26,174

2007 UCOP Discovery Grant, Digital Media (co-PI w. Kallmann, Engineering)
"Cognitive Animation Workshop"
$14,200

Pending NSF Computer Research Infrastructure (co-PI w. Kallmann &Carpin, Engineering)
"CRI: IAD Immersive Motion Capture for Interaction with Autonomous Virtual Agents"
$296,783 (two years)

Michael Spivey

2007-2010 NSF grant BCS-0721297 (PI) "Action Dynamics as an Index of Learning and Generalization" $141,823

2007 NSF grant BCS-0739708 (co-PI) "Workshop Support: Behavioral and Cognitive Dynamics" $16,775

2006-2008 NIH grant R03 HD051671 (co-PI) "Semantic Valence Tendencies in Sentence Comprehension" $158,000

2006-2009 NIH grant ZRG1H0PU29 (Sponsor) NRSA Pre-doctoral Fellowship "Spatial Cognition and the Bilingual Brain"

2002-2006 NIH grant R01 MH63961 (PI) "Mutual Influences Across Language and Vision" $223,871

2003 NSF grant 0318609 (PI) Workshop: Empirical Methods in Cognitive Linguistics" $35,000

Marcelo Kallmann

Pending NSF Information and Intelligent Systems (PI) "HRI: Teaching Demonstrative Gestures to Interactive Humanlike Virtual Agents" $439,784 (three years)

Pending NSF Computer Research Infrastructure (PI w. Matlock, SSHA)
"CRI: IAD Immersive Motion Capture for Interaction with Autonomous Virtual Agents"
$296,783 (two years)

2005 –2005 US Army grant, via subcontract with USC-ICT
Motion Controllers for Virtual Humans $5,000

Shawn Newsam

Pending:

2008-2010 Microsoft New Faculty Fellowship (PI)
$200,000

Current:

2007-2012 Department of Energy Early Career Scientist and Engineer Award (PI)
$250,000

2007-2008 Center for Information Technology in the Interest of Society (PI) "Terrestrial Remote Sensing for Monitoring Atmospheric Particulates" $99,290

2007-2010 NSF Major Research Instrumentation (co-PI) "Acquisition of Equipment to Establish a Cognitive Sensorium and Visualization Facility at UC Merced" $250,000

ECONOMICS
Strategic Plan

I. Vision
The central vision of the Economics program is to establish UC Merced as a center for high-quality research and teaching in the area of applied microeconomics. We have already established a strong base in the fields of labor economics and economic history and in the coming years we will expand our coverage of applied microeconomic fields with recruitments in public economics, industrial organization, international trade, health economics, and political economy. Because these areas of economics are closely allied with our current strengths, they will allow us to offer a high-quality undergraduate major and graduate program focused on policy-relevant empirical microeconomics.

II. Strengths
a. The Economics program is well positioned to grow and to be successful at UC Merced.
    i. We have a challenging major, as well as minors in economics and services science, with extensive involvement in teaching in the management program.
    ii. There is currently an Economics and Management website active that will position us to attract a large number of high-quality UC Merced students, help with faculty recruiting, and advertise our research to the wider academic community.
    iii. We currently have four assistant professors and one full professor, all with ties to labor studies which in itself sets the Economics program at UC Merced apart, even at our currently small size. We have been very successful at building on this strength by attracting external funding for a conference and seminar series. UC Merced's Economics faculty hosted a conference on "The Causes and Consequences of Increased Earnings Inequality" which was attended by a number of world leading scholars. The Economics group looks forward to future events of this nature to put UC Merced on the map as a center of research and teaching excellent in Economics.
    iv. The research being conducted by the current economics and management faculty all has policy-relevance which positions us well to attract grant and contract support.

III. Weaknesses
a. The lack of resources necessary to fund regular outside speakers to keep up to date on the latest developments in the field. This impacts our ability to deliver cutting-edge material in the classroom, attract leading faculty, and successfully launch our full scale Ph.D. program. Internal support of this type is vital to fully develop UC Merced as the world class center of applied economics research that is well within our grasp.
b. The lack of a large enough faculty base to support a full scale graduate program, which in turn weakens our ability to staff teaching assistant positions, conduct research, and attract high quality faculty.

c. An over weighted share of junior vs. senior faculty.
d. The lack of a lecturer with Permanent Security of Employment to assist with staffing large enrollment lower-division courses.
e. The lack of a research institute to provide administrative support for faculty research, graduate students and external grant application support.

IV. Challenges

a. Attract, hire, and retain an adequate number of high-quality faculty to teach the electives in our major, as well as fulfilling the needs of lower division courses which other majors also require.
b. Obtain the administrative and financial support to leverage our current faculty strengths so that we can achieve prominence in the areas of:
    i. Labor Studies
    ii. Services Science
    iii. Strategy
    iv. Economic History and Political Economy
    v. Public Economics
c. Attract many more undergraduate students to the major while retaining the high quality and analytically challenging programs that the faculty envision.
d. Create a new Ph.D. program in Economics. This effort could prove to be particularly challenging given that there is a great deal of competition from well-established programs nationally and internationally. However, with our goal of creating research excellence in a few areas, we are likely to be well positioned to create niche graduate programs that will attract outstanding students to our programs.
e. The establishment of an Institute for Economic Performance. The IEP research agenda will utilizes tackle questions such as: How does public funding of universities affect local economic growth?, Do job training programs targeting the disadvantaged work?, Do flexible schedules reduce gender inequality? The results of this research will inform policy makers in the valley, state and across the nation. We would like University Relations to begin fund raising for this institute as soon as possible.

V. Goals & Strategy Over a Medium Time Horizon (1-5 years)

a. Research Opportunities and Funding
    i. Seminar Series in Economics Key to our hiring goals and the establishment of UC Merced as a leading research institution is the creation of an active seminar series where visiting researchers present their latest findings. Speakers in this series will not only advance the research goals of the program, they will also provide a valuable opportunity for interaction with other UC Merced programs that share our interest in policy relevant empirical research. These include current and future colleagues in political science, policy, and sociology. We have obtained outside funding from the University of California Contreras Fund for a seminar series for the 2007/2008 and 2008/2009 academic years. However after this time we will require internal funding for a seminar series in Economics.

ii. Part of our grant application to the Contreras Fund is the vision that the funding for a seminar series will act as seed money for a program in Labor Studies, an interdisciplinary program that we plan to establish as a minor at UC Merced and that will eventually become a Center or Institute in the School of Management.

iii. The establishment of an Institute for Economic Performance (IEP). This institute would contain basic social science research concerning the causes and consequences of differences in economic performance across individuals, firms and regions. The IEP research agenda will tackle questions such as: How does public funding of universities affect local economic growth?, Do job training programs targeting the disadvantaged work?, Do flexible schedules reduce gender inequality? The results of this research will inform policy makers in the valley, state and across the nation.

b. Undergraduate Program

i. Economics

1. Attract on average 50 economics majors per graduating class by offering students rigorous applied microeconomic training that will prepare them for law school, policy work, private employment, and graduate school.
2. Establish one or more emphasis tracks within the Economics major, including Strategy and Policy.

ii. Implementation

1. We envision that the Economics major will reach a steady-state population of approximately 500 students. Reaching this objective would require a group of 25 faculty members to maintain a student/faculty ratio of 20:1 in the long-term.
2. In the short term, we anticipate a stock of 180 students by Fall 2008. Given current filled and unfilled faculty lines, that student population translates into a need for 3 additional lines. We request one PSOE lecturer, one senior ladder-rank line and one junior ladder-rank line be allocated to Economics to begin in Fall 2009.

c. Graduate Program

i. In coordination with our goal of becoming a center of excellence in applied microeconomics research, the economics program currently houses two graduate students who have completed their foundational theory and econometric course work at other institutions and are at UC Merced conducting research for their dissertations. We foresee this scale as close to the optimal size for the short term because we do not currently have the faculty resources to be able offer the courses necessary for a full scale

graduate program.

d. Interdisciplinary Opportunities

i. Economics faculty at UC Merced already work with a wide range of different programs and areas within the university. We are working on the seminar series in conjunction with Sociology and hope to continue to deepen our ties and collaboration with current and future Political Science faculty. We are also beginning to plan an interdisciplinary minor in Labor Studies (potentially for Fall 2008) that will incorporate Economics, Sociology, and Cognitive Science. With discussions about a future School of Medicine, there also exists a unique opportunity to incorporate health care management into the future curriculum.

e. Hiring Priorities

i. In Economics, we intend to hire a researcher in health economics. Given that health care consumes one-seventh of gross domestic product and its regulatory environment is extraordinarily complex, developing a research strength in this area is important for a number of reasons. First, health complements the research that is conducted in labor and there are likely many research synergies that can be generated. Second, a health economist would bolster our existing strength in applied microeconomics with an applied, policy-relevant focus. Finally, adding a health economist would enable the Economics and Management programs to contribute to the discussions currently underway regarding a School of Medicine.

GLOBAL ARTS STUDIES PROGRAM (GASP)
Strategic Plan 2008-9

I. Overview

Current trends in arts scholarship are interdisciplinary in scope and approach, drawing from philosophy, sociology, anthropology, economic theory and political science as well as more traditional humanities disciplines such as history and literature. The Global Arts Studies Program (GASP) recognizes these transdisciplinary shifts in structuring the curriculum and setting the program's goals. GASP's emphasis on critical theory and cultural studies also underscores the interdisciplinarity of its program.

The short-term goal of GASP is to strengthen the disciplinary areas currently housed at UCM, namely, art history and music studies. The development of strong emphases is necessary to build a reputation as well as to offer students a coherent curriculum that will translate into graduate school admissions and desirable employment opportunities. The benefit of concentrating on research is the high ratio of benefit to cost in terms of creating, maintaining and supporting a program that fosters innovative curriculum and vanguard scholarship.

UCM will gain national and international recognition as GASP achieves its goal of establishing a high-profile program of arts scholarship by hiring faculty who demonstrate their effectiveness in research, publishing and teaching.

II. Hiring

GASP seeks 2 FTEs for 2008-09: one in art history (from 2007-08), and one in ethnomusicology, in order to provide the minimal number of courses for a GASP Major.

Justifications:

Art history: due to an unsuccessful search in 2007-08, we request to be given the allocated FTE and conduct the search again in 2008-09. We will strive to fill this position by broadening the areas of specialty (art history/visual culture studies) and ranks (both senior and junior levels) in our ad.

Music studies: we seek an ethnomusicology scholar (either junior or senior) who specializes in a musical tradition of Asia or the Middle East and whose work encompasses cultural and/or ethnic studies. This appointment would strengthen GASP's music program by explicitly addressing issues concerning globalization, postcolonialism and gender.

GASP will require, at minimum, 2 FTEs per year for the next three years (2008-9, 2009-10, 2010-11). The student enrollment numbers in our respective areas justify the petition for these hires and we believe our courses will continue to attain desirable student enrollments.

III. Objectives

GASP will implement the following objectives:

. • Hire faculty to strengthen current areas of arts scholarship
. • Hire faculty to broaden the scope of the arts curriculum
. • Build stronger connections within SSHA
. • Build connections to the School of Engineering
. • Heighten the visibility of the program through a series of exhibitions, performances and symposia on the arts
. • Seek extramural funding for research
. • Actively recruit undergraduate and graduate students

IV. Resources

As indicated throughout this document, GASP will focus its energies and resources towards the development of a leading arts scholarship and research program.

Additionally, arts scholarship funding is cost effective because hardware and space requirements are minimal, relative to other disciplines. Even with the purchase of various analog (book, manuscripts, scores, LPs, film) and digital materials (computers, RAID and network systems, software of various kinds, digital cameras), the arts will avoid many of the expenses of traditional arts departments by eschewing traditional practice and technique classes. To this end, arts practice courses have been eliminated from GASP's strategic plans.

MEDIA ARTS TECHNIQUE PROGRAM
Strategic Plan

I. Overview and Rationale for Media Arts Technique Program

UC campuses emphasize undergraduate professional art training. Professional degrees are offered in variety of art forms such as acting, sculpture, music performance, film directing and choreography. Curricula of professional art training programs usually consist of technique courses (commonly enrolled in during the first two years of study, these courses pay special attention to methods of procedure with reference to formal details in rendering an artistic work) and courses whose purpose is to give students the opportunity to put technique into practice. Practice courses tend to stress particular forms of artistic interpretation, usually the one practiced by the instructors. By emphasizing certain forms of artistic interpretation in their advanced practice courses, undergraduate professional art training programs have contributed to perception that the arts are elitist and exclusivist. It can be argued that twentieth century's emphasis on art as an expression of a small elite group of professional people, a concept proliferated by many professional art training programs located in research universities, is becoming invalid. In many ways, digital technology revolution has begun to return the arts to their former ubiquitous role in lives of individuals. In addition, contemporary artists employ multiple art media techniques to create original works aimed at culturally diverse global audience. Digital media have further contributed to integration and cross pollination of art forms and their dissemination throughout the world. The strict division between art disciplines common to all UC campuses represents art education whose goals do not adequately reflect the changing and fluid state of the arts today.

The growth of digital technology has also created an opportunity to bridge the separation between the arts and sciences which grew out of the industrial revolution and increased during last century. The rapid technological development that characterizes our times requires new approach to education which emphasizes adaptability and creativity, as well as integration and inclusivity made possible by digital technology. At the same time professional art training programs at research universities often invest large amount of energy and funding into recreating the "real world". Instead of understanding that a research university's unique mission is to provide ideal conditions for serious, in depth inquiry often not possible in the "real word" due to commercial and cultural pressures, many professional art training programs waste this opportunity by chasing after what's "in" and what "sells".

Media Arts Technique Program plans to function on several levels. The *Program's* proposed curriculum emphasizes the essentially interdisciplinary character of contemporary arts by giving students the opportunity to sample multiple art disciplines and techniques from fine arts to performing arts, from traditional to experimental.

Media Arts Technique Program curriculum will aid students in development of qualities that will allow them to grow and to adjust to new environments and new ideas, ability necessary for success in contemporary world. Access to multiple art techniques also aims to give students tools to create new forms of creative expression, and to develop respect for diverse ways in which art manifests itself. Thus the principal guiding precepts of *Media Arts Technique Program* are inclusion and multiplicity.

II. Media Arts Technique Program Curriculum

Media Arts Technique Program curriculum plans to offer technique courses in the following art forms: Architecture, Digital Media Graphics, Digital Film-Making, Drawing, Music (Voice, Instrumental Music, and Composition), Painting, Performing Arts (Acting, Directing, and Dance/Movement), Photography, Sculpture and Ceramics. The Artist in Residence Program will complement the technique courses by giving students opportunity to study art practice with professional artists. Courses will be offered on both lower and upper division level. Beginner, intermediate and advanced courses will be available in all techniques.

III. Media Arts Technique Major and Minor

Proposal for *Media Arts Technique Program Major* and *Minor* will be submitted to SSHA Curriculum Committee and Undergraduate Council in **fall of 2008.** *Media Arts Technique Program Major* will be individualized. Each student will be able to create his or her own course of study, choosing courses amongst the above mentioned art disciplines. Students enrolled in the major will first have to complete a core curriculum before they will be able to focus on technique, practice being the ultimate educational goal. Individualized major requires self-motivated, energetic and dedicated students and faculty that is made up of artists actively engaged in practicing their art disciplines.

Media Arts Technique Program Major curriculum will include cognitive science requirement to encourage students to explore the growing field of inquiry into the relationship between cognition and creative artistic expression. *Media Arts Technique Program Major* will also require students to enroll in art history and critical studies courses offered in the Global Arts Studies Program curriculum.

IV. Relationship to Existing Programs

A unique feature of *Media Arts Technique Program* is its commitment to offer art technique courses to all UC Merced undergraduate students. The professionalization of art majors at other UC campuses that occurred in relatively recent past has made it difficult for non- majors to enroll in art technique and art practice courses. Professional art training is expensive because it requires small student to professor ratio. This is because art technique and art practice for the most part cannot be taught on professional level to more than, on average, fifteen students at a time (certain techniques allow for larger number of students, for example, dance, while others require smaller numbers, for example, instrumental music.) This is the reason why art technique courses are rarely open to non-majors. Millions of dollars are spent on the education of a few, while many are deprived of the educational benefits of studying multiple art forms.

Media Arts Technique Program curriculum aim is to aid students in integrating specialized art techniques into their chosen fields of study and thus to support the interdisciplinary mission of the university. Students will be able to sample art techniques according to their personal interest, or according to applicability to their major, or in order to gain perspective on their own disciplines.

In addition, enrolling in art technique courses will provide students with opportunity to compare rigorous intellectual understanding required for scholarship with heuristic, and intuitive understanding required for acquisition of art technique.

The ultimate mission of the *Media Arts Technique Program* curriculum is to enhance the educational experience of students enrolled in all UCM programs. Students may choose courses to strengthen their cognitive abilities such as visual cognition, to develop or strengthen creativity, to access intuitive holistic thinking and problem-solving, to increase cultural literacy

and communication skills, to develop empathy, to improve the ability to collaborate and to lead, to gain aesthetic understanding.

The opportunity for all students to enroll in art technique courses of choice as well as to pursue *Media Arts Technique Minor* is unique to UC Merced and should make UCM more competitive with its sister campuses.

As mentioned above *Media Arts Technique Program* aims to enrich the educational experience of all UC Merced students and thus will serve and complement multiple majors and programs in their educational goals. *Media Arts Technique Program* intends to work with faculty members in other disciplines interested in having particular art technique courses available to their majors. In addition, by providing courses *Media Arts Technique Program* will make the UC Merced campus attractive to students who are planning to pursue degrees in disciplines other than the arts but who are seeking to enrich their educational experience by acquiring art techniques.

In summary, four basic goals underlie the structure of *Media Arts Technique Program:*

1. To offer a unique multi-disciplinary and interdisciplinary individualized art major
2. To offer a minor in art technique and practice
3. To make arts technique courses available to all undergraduate students regardless of major or discipline in order to enrich their educational experience
4. To allow maximum flexibility in choice of courses and application of methods
5. To create and maintain an educational environment in which diversity, cross cultural exploration, interdisciplinary collaboration, and inclusiveness of traditional and experimental art techniques and art practices will thrive
6. To help students develop creative intelligence and cognitive abilities

V. Timeline for Implementation and Resource Needs

School of Social Sciences, Humanities and Arts has been offering arts technique courses since fall 2005. Since then an estimated **300 students** have enrolled in arts technique or art practice courses. These courses have been offered without being part of a Major, though students are able to pursue Arts Minor (which requires enrollment in art history and critical studies courses as well as art technique and art practice courses.)

Media Art Technique Program technique courses will be taught by part time and full time lecturers. A large number of art technique courses at other UC campuses are taught by lecturers and adjuncts. This is partly due to the necessity for small professor to student ratio. Full time lecturers teach more than ladder faculty and thus hiring them will provide students with larger array of choices in technique classes. The use of part time lecturers will allow flexibility in course offerings which is very important for development of a new Program.

Art technique courses and art practice courses have been so far primarily taught by a very small number of lecturers, each lecturer teaching one or two courses a semester (most classes are small in size, no more than 15 students, to deliver high quality instruction.) Implementation of *Media Arts Technique Program* and Major will require incremental growth of **lecturer FTE.** For example current proposal is to offer 7 courses (in Voice, Photography, Painting and Sculpture) for fall 2008 (2 ¼ Lecturer FTE) with projected student enrollment of 150 to be increased to 9 courses (in Voice, Photography, Sculpture, Painting, Digital Graphics and Dance) for spring 2009 (3 lecturer FTE) with projected enrollment of 200 students.

Following are the projected long term FTE and instructional resources which when met will allow for the Program to be fully implemented. All space needs are covered by the classrooms and offices planned for the arts in the new SSHA building.

Architecture

Lecturer FTE to cover 5 to 6 courses a year, 20 dedicated computers with specialized software (possibly same as computers used for Digital Media Graphics)

Digital Media Graphics and Digital Film-Making

Lecturer FTE to cover 5 to 6 courses a year for Digital Media Graphics and 4 courses a year for Digital Film-Making, 20 dedicated computers with specialized software, high resolutions printer and scanner for Digital Media Graphics, and 20 digital video cameras, digital audio recorders, lighting equipment, and editing equipment for Digital Film-Making

Drawing and Painting

Lecturer FTE to cover 4 courses a year in painting and 4 courses a year in drawing, budget for live models, model stands and 20 drawing benches

Music (Voice)

Lecturer FTE to cover 6 courses a year and 3-4 Directed Studies, budget for piano accompanist, budget to rent performance space for recitals (on and off campus),

Music (Instrument and Composition)

Lecturer FTE to cover 6 courses a year, 20 dedicated computers with specialized software, recording studio equipment and electronic instruments

Performing Arts (Acting and Directing)

Lecturer FTE to cover 5 to 6 courses a year, budget to rent performance space for play production (on and off campus), budget to pay royalties for performance texts, budget for costumes and props for productions, rehearsal furniture

Performing Arts (Design)

Lecturer FTE to teach one course every other semester

Performing Arts (Dance and Movement)

Lecturer FTE to cover 4 courses a year, budget to rent performance space for recitals (on and off campus), budget for musicians to accompany dance recitals, budget for costumes, budget for lighting

Photography

Lecturer FTE to cover 5-6 courses a year, access to black-and-white darkroom equipment, 20 4x5 analog cameras, studio lighting equipment, 20 dedicated computers with specialized software, high resolution printer and scanner

Sculpture and Ceramics

Lecturer FTE to cover 4 courses a year, access to kiln, slip-casting tank and glaze equipment, potter wheels, access to metal fabricating and welding equipment, woodworking equipment and plaster equipment

There is currently only one full time ladder faculty member (Dunya Ramicova) teaching art technique and art practice courses. In order to provide continuity and focus it will be necessary to hire at least **one full time lecturer in the next one to two years qualified to teach courses** in one of the above mentioned art media. The Artist in Residence FTE supports 4 courses a year in practice of art, not art technique.

PHILOSOPHY

Philosophy at UC Merced is envisioned as a program which emphasizes interdisciplinary and applied research. Some universities specialize in intersections between philosophy and the social sciences[17], or between cognitive science and philosophy[18], but none build their entire program around such linkages. An "applied philosophy" program would be unique in the discipline and consistent with UC Merced's commitment to applied and interdisciplinary research.

As a coupled program, philosophy will focus points of conceptual connection between programs university-wide. It is envisioned that most if not all philosophy hires will be able to contribute to other programs at UC Merced. Building towards a major in 2009, initial hiring will fall into two categories: (1) Applied ethics and political philosophy, and (2) philosophy of cognitive science. Subsequent hires will also emphasize (3) philosophy of art and literature. As a stand-alone program philosophy will offer students training in ethics, philosophy of mind, and aesthetics, which are recognized traditional areas of philosophy associated with the interdisciplinary (and increasingly marketable) applied areas just mentioned[19].

Research and Teaching Collaborations

Philosophers in the envisioned program—with its emphases on applied ethics, cognitive science, social science, and aesthetics—will contribute to current and planned programs campus-wide, both in terms of curricular needs and research collaborations. These collaborations will center on the areas described above: initially applied ethics and

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[17] These include: Oxford University's long-standing program in *Philosophy, Politics, and Economics* (established in 1920); the *Social Philosophy and Policy Center* at Bowling Green State University; the *Values in Society* program at University of Washington; the *Center for Applied Philosophy and Public Ethics* at the Australian National University.

[18] Notably, UC San Diego's joint degree in cognitive science and philosophy, Oxford University's Psychology, Philosophy, and Physiology program, and Washington University in St. Louis' Philosophy Psychology, and Neuroscience Ph.D. program.

[19] All the mentioned areas are included in the Leiter Report's list of 29 recognized areas of specialization in the Field. The Leiter report (http://www.philosophicalgourmet.com) is the standard ranking of philosophy programs in the English-speaking world. Evidence of marketability is provided by Leiter's reports on job placements in the discipline.

philosophy of cognitive science; subsequently (and to some extent, currently), philosophy of art and literature. In every case the hope is to both draw and contribute strength: philosophy is enriched by contact with current work in areas outside of philosophy and those fields are enriched by current research in philosophy.

(1) Applied Ethics and Political Philosophy

Ethicists and political philosophers who do applied research work closely with decision theorists, economists, game theorists, political scientists, and sociologists. They sometimes work in policy centers. They also flourish in environments that specialize in the areas to which they apply philosophical theory. Given UC Merced's early investment in the fields of biomedical science (especially stem cell research), environmental engineering, earth systems science, and management, this will make the campus an attractive location for an applied ethicist. In fact the three major areas of applied ethics are biomedical ethics, environmental ethics, and business ethics, all of which overlap with these areas of specialization at UC Merced. Thus, the program is envisioned as one in which students apply ethical theories and conceptual analyses to real world cases in a manner which is deeply informed by empirical data and research in disciplines outside of philosophy.

In terms of curriculum, faculty in applied ethics and political philosophy could contribute to programs campus-wide; conversely, students in applied ethics and political philosophy would be expected to take courses in related disciplines as part of their degree program. Current or anticipated areas of curricular overlap include the following:

Biological sciences and Bioengineering: Biomedical ethics is a standard component of biological science and bioengineering degree programs. In fact, BIS 185, "Biomedical ethics," is an approved, but as yet untaught, course offering. NIH trainees are required to take a graduate level course, "Responsible Conduct for Research," which addresses ethical issues; this course is currently taught as part of the Quantitative Systems Biology program. Other courses which are currently being taught and which address ethical issues include BIO 130, "Intro to Bioengineering," and ENGR 191, "Professional Seminar." A planned course on tissue engineering will also include discussion of ethics. Finally, BIS 10, "Genetics, Stem Cells, and Development" (currently taught by Provost Alley and Dean Pallavicini) addresses ethical issues relating to embryonic stem cells, genetic testing and genetic engineering. The latter course could be taken by philosophy students working in applied ethics. Finally, it is worth noting that faculty in the schools of Natural Science and Engineering are seeking CIRM (California Institute for Regenerative Medicine) funding for a formal stem cell training program which would need at least one lecture if not a series on "Ethics in Stem Cell Research."

Environmental Engineering and Earth Systems Science: Environmental ethics is an essential component of Environmental Engineering and Earth Systems Science, and has been playing an active role in planning and teaching already. Ethics is a necessary component for engineering degree accreditation, which is currently being addressed via service learning and other courses. Ethics has also been discussed as part of the planned revision of the Earth Systems major (in which it will become a cross-school major). A recent grant proposal

submitted by Earth Systems faculty for a summer undergraduate research program in Yosemite included an environmental ethics component. A graduate course in Philosophy of Environmental Systems was taught in 2004. Philosophy students specializing in environmental ethics would be expected to take courses in both programs, including EnvE 10, "The Environment in Crisis", which can be taken without any prerequisites, as well as ESS1, "Introduction to Earth Systems Science," ESS 40, "Air Quality, Air Resources, and Environmental Health," and ESS 50. " Ecosystems in California."

Within SSHA, there are numerous areas of curricular overlap. *Management*: business ethics is a standard part of the undergraduate curriculum. *Political Science*: political philosophy will satisfy an upper division elective for political science students; conversely, philosophy students will be able to take political science courses (e.g., in game theory) to satisfy an upper division requirement for philosophy students. Cross-listed courses—e.g. one in ethics and politics—are being discussed. *Sociology*: social and political philosophy will fulfill an upper division requirement in sociology, and philosophy students could take upper division sociology courses for credit. It is envisioned that an applied ethicist would collaborate with sociology in developing courses focusing on ethical issues relating to race, class, and gender. *Other areas:* history (in particular, security studies, and area of specialization in the current program), public policy, anthropology, and cognitive science (in particular via decision theory, a hiring priority in cognitive science).

(2) Philosophy of Cognitive Science.

Philosophy is one of the disciplines comprising the interdisciplinary field of cognitive science. Cognitive science studies mental processes from a variety of perspectives, including neuroscience, psychology, and computer science. Philosophers consider conceptual issues relating to these broad interfaces and articulate theoretical frameworks for interpreting relevant empirical data. Among the recommendations made by the advisory board for philosophy established in 2004 was that UC Merced have philosophers represented in its cognitive science program.

In terms of curriculum, PHIL 1, PHIL 5, PHIL 102, PHIL 110, and PHIL 111 all count towards the major in cognitive science; PHIL 1, PHIL 5, and PHIL 110 have been or are slated to be taught. PHIL 110 and PHIL 111 are cross-listed between philosophy and cognitive science, and the intent is to also cross-list them with the graduate program in cognitive science. The current philosophy faculty member has also taught three cognitive science courses (two independent studies and COGS 103, all focused on neural networks), has participated in upper division COGS classes, and is slated to teach a cross-listed graduate course this Spring. It is expected that future philosophy students will be able to take upper division courses in cognitive science towards the major.

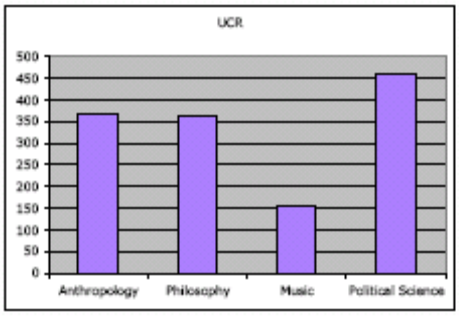
(3) Literature and Arts

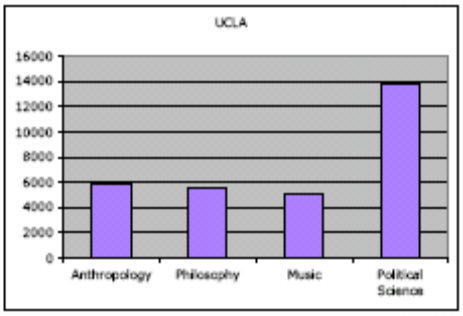
A third area of overlap involves interaction with literature and the arts. Hires in aesthetics and philosophy of art could contribute to the art and literature programs and philosophy students

working in these areas could take courses in art and literature. The current faculty member in philosophy is co-teaching a course in the world cultures and history graduate program (WCH 225—Philosophy and Theory). The senior literature faculty member he is co-teaching the course with does work in reader response theory and literary theory more broadly, and teaches a course on literary theory, LIT 100, which will count towards the philosophy minor and future major. One of the art faculty specializes in music aesthetics and is planning to teach a course on music aesthetics, which will count towards the philosophy minor and major. There are also plans to allow several upper division philosophy courses (e.g. PHIL 150) to count towards the literature major, and possibly towards art or art history. The areas of 19th and 20th century European philosophy— standard areas of expertise in those who specialize in philosophy of art or literature—have broader relevance to a number of disciplines at UC Merced, including anthropology (cf. Paul Rabinow's courses on Foucault at Berkeley), literature (for which Continental philosophy is a central component), history (cf. Martin Jay's courses on the Frankfurt School at Berkeley), and sociology (a course covering Marx, Weber, and Durkheim would be a natural fit for sociology majors).

Teaching Needs and General Education

Philosophy departments typically make substantial contributions to undergraduate teaching, in light of the many general education and major requirements philosophy courses fulfill. Introductory philosophy and logic courses usually fulfill lower division general education and quantitative reasoning requirements, and philosophy courses often fulfill degree requirements in other majors, as noted above. Credit hour data bear this out. Though philosophy tends to graduate fewer majors than other humanities and social science disciplines, it does have comparable enrollments. Shown here are data from the two UC campuses where the credit hour data (for philosophy as compared with music, anthropology, and political science) were most similar in 2005: UC Riverside and UCLA:





Enrollments in philosophy since UC Merced opened in 2005 have been consistently high. Each of the three courses offered thus far has been full or nearly full. Following are past and projected enrollments:

Term	Course	Instructor	Total
Fall 05	PHIL 001	Yoshimi	77
Fall 06	PHIL 001	Johansson	70
Fall 06	PHIL 150	Yoshimi	50
Spring 06	PHIL 005	Johansson	70

Spring 06	PHIL 110	Yoshimi	65
Spring 06	PHIL 103	Johansson	25

In fact, projections indicate that philosophy will have most students per ladder rank faculty within SSHA by July 2007 (see the psychology strategic plan).

Philosophy also makes important contributions to the Core course sequence. Philosophy is the most heavily represented SSHA discipline in the Core course sequence, in terms of number of lectures. There are currently 2.5 philosophy lectures in Core 1 (informal logic, evolution vs. intelligent design / philosophy of science, and ethics) and two lectures in Core 100 (decision making and ethics in policy).

Student Interest

There is evidence of student interest in an expanded philosophy program. In a poll of the Philosophy 1 course offered in Fall 2005, 71% of students (55/77) said they would be interested in a philosophy minor if it were offered. 29% (22/77) expressed an interest in a philosophy major. Anecdotal evidence from students and student advisers suggests that many of these students are looking for a way to supplement their coursework with a broader "college experience" that includes subject matter not available in high school. Further evidence of student interest is provided by the fact that a group of students independently launched a philosophy club (the "nonexistent philosophy club") in 2005 and have continued to maintain it.

Degree programs and Hiring Priorities

The minor in philosophy was launched in 2006. A major program will require two more ladder-rank faculty, and it is hoped that this can be accomplished by 2009. Three year-hiring priorities are as follows:

2008: Applied Ethics or Political Philosophy (Full; search underway)

2009: Applied Ethics or Philosophy of Cognitive Science (Assistant)

2010-11: Aesthetics or Core Philosophy Area (Assistant)

2012: Applied Ethics or Philosophy of Cognitive Science (Full)

POLITICAL SCIENCE
Strategic Plan

1. The Challenges

Political Science faces many challenges:

- A need to hire additional faculty to accommodate the political science major.
- A need to develop research areas of excellence to establish UC Merced political science as an outstanding program in the discipline.
- A need to create awareness of the political science major among current and prospective undergraduates.
- A need to develop a graduate program in political science.
- A need to further integrate the political science program at UC Merced with select disciplines.

2. The Strategy

In order to address these challenges, political science will seek to hire faculty who will contribute to cultivating a reputation for outstanding scholarship and teaching. The faculty we seek to hire will be experts in particular areas of political science (e.g., U.S. foreign policy, Congress), but oriented toward larger theoretical questions involving the study of political behavior and institutions.

2.1 Vision

Political science at UC Merced is positioned to be at the forefront of the discipline in the coming years. Although we acknowledge the ambitious nature of this goal, political science is ideally situated to absorb the myriad ideas, theories, and methods intrinsic to interdisciplinary environments. In contrast to many other disciplines, political science has no core approach. It is a borrowing discipline. Indeed, cutting-edge research in political science often grows from an idea or approach from another discipline, primarily economics and psychology. In an interdisciplinary environment, a political science program with ample resources is poised to bring new ideas and approaches to the discipline, thus cultivating a reputation for innovative and ground-breaking research. If we are able to hire well and fully take advantage of UC Merced's interdisciplinary strengths, we believe we can develop one of the better political science programs in the West. There are a few very strong political science departments or programs on the West Coast. Aside from a handful of standout programs such as UC Berkeley, UC San Diego, UCLA, UC Davis, Stanford, and Caltech, there is a significant step down in quality. With resources and shrewd planning, we should be able to develop into a highly competitive program.

Although political science should thrive in an interdisciplinary environment, it also contributes to other disciplines by providing novel and interesting research questions, alternative approaches grown from within and outside political science, and

opportunities for collaborative research.

Political science aims to be a large major at UC Merced, training students in traditional political science courses while blending elements of other disciplines relevant to the study of politics. It also aims to train graduate students in subfield specialties where coursework in other disciplines will lead to innovate research programs.

2.2 Mission

Political science seeks to make substantial contributions to the discipline of political science through the publication of outstanding scholarly research. It aims to train undergraduate and graduate students how to understand political phenomena using both theoretical and empirical approaches to the study of politics. In conducting research and training students, political science aims to draw on the intellectually rich environment of an interdisciplinary school.

3 Goals and Strategies

Political science needs to do the following:

. • Develop areas of research excellence
. • Develop a graduate research program
. • Build bridges to other disciplines
. • Hire outstanding faculty with broad theoretical interests in political institutions and behavior across the traditional subfields

3.1 Research Opportunities and Funding

As a program not likely to achieve a faculty the size of UC Berkeley in the near future, it is crucial to develop areas of excellence while still providing undergraduates a broad curriculum. To achieve this goal, political science seeks to develop an emphasis on political behavior and institutions, the two organizing principles of the discipline. Within each of these areas, we will likely focus on hiring scholars with broad theoretical interests that bridge other disciplines.

In the area of political behavior, we seek to hire scholars doing research informed by general theories of judgment and decision making. In particular, voting behavior and public opinion research increasingly draws on theories found in cognitive psychology and tests them using experimental methods. Scholars using these theories and approaches are doing innovative research in political behavior and we seek to be a discipline leader in this area. We anticipate that scholars in this area will likely form associations with cognitive science faculty.

In the area of political institutions, we plan to hire scholars with research programs focusing on the selection and ultimate effect of the “rules of the game” governing

political processes. Given that the political science group will not consist of 30 faculty in the foreseeable future, we seek scholars who are general institutionalists, as opposed to area specialists. Such scholars will likely form linkages with economics.

3.2 Teaching opportunities, enrollment

The Political Science undergraduate major was approved last year and since approval it has become the third largest major in SSHA. The size of the major is not all that surprising given that Political Science is a popular major both nationwide and within the UC system. Over the last three decades in the U.S., more students have graduated with a degree in political science than in the related fields of History, Economics, or Sociology (American Political Science Association)[xx]. Political science is also a sought after degree throughout the UC system. For example, political science is the second most popular major at both UC Berkeley and UCLA[xxi]. These data emphasize the high level of student demand for political science, both nationally and in the state of California.

3.3 Interdisciplinary opportunities

Since political science often borrows ideas, theories, and approaches from other disciplines, it is poised to take advantage of interdisciplinary opportunities. In particular, contemporary political scientists often borrow from the fields of economics and cognitive psychology. As such, political science envisions hiring faculty that would be interested in developing programs integrating political science with these disciplines. Recently, political science and cognitive science have begun collaborative efforts in the areas of research, data collection, and curriculum development. We hope to further develop this relationship. In addition, we would like to foster similar relationships with economics.

3.4 Resources

Faculty by area, projections (5 years): Currently, there are two political science faculty (Hansford and Nicholson) who can teach a number of existing political science courses including Introduction to American Politics (POLI 1), Analysis of Political Data (POLI 10), Judicial Politics (POLI 102), Interest Groups and Political Parties (POLI 105), Direct Democracy (109), Governmental Power and the Constitution (POLI 110), Liberty, Equality, and the Constitution (POLI 111), Voting, Campaigns, and Elections (POLI 120), and Public Opinion (POLI 125). Nate Monroe, a recent hire (joining the faculty in July 2008), is able to teach the following courses: Controversies in American Politics (POLI 2), Analysis of Political Data (POLI 10), Congressional Politics (POLI 100), and Theoretical Models of Politics (POLI 170).

[xx] http://www.apsanet.org/section_589.cfm

[xxi] See UC Berkeley's "Assigned Majors by Academic Program" (http://opa.berkeley.edu/AnalysesAndReports/MajorsAndDegreesByAcadProgram.htm) and UCLA's "Undergraduate Profile, Fall 2005" (http://www.aim.ucla.edu/home/Undergraduate_Profile_Fall_2005_viewing.pdf).

To meet the demands of the growing major and develop a graduate track within SCS, Political Science needs more faculty. Political science must be able to offer a variety of courses—and not develop a reputation for limited offerings—if it is to continue on its trajectory of becoming a large major. For this reason, political science should be allocated two to three positions per year over the next five years. New faculty members in all subfields are required to give students a realistic opportunity for completing the major. Specifically, the introductory courses and required courses—not to mention graduate seminars—will quickly deplete the availability of faculty to teach upper division courses. Many of these lines could be at the junior level since both Hansford and Nicholson are advanced assistant professors (see *Faculty development* below). It should be noted that by requiring political science majors to take two upper division courses outside of political science, the major utilizes existing instructional strengths and resources[xxii].

Until these faculty members are hired, political science will continue to need full-time lecturers to cover several courses. We view this as a short-term solution, though. To provide a quality major, we need to rely on ladder-rank faculty in the classroom.

We will continue to focus on hiring faculty with broad theoretical interests in political behavior and institutions. Given our small size, for example, we will avoid hiring political science faculty in Comparative Politics who focus narrowly on a given country. Although we desire to hire faculty who research the politics of specific regions (e.g., European politics), the focus must be sufficiently broad to be of interest to political scientists working in other subfields. Thus, an ideal hire for political science in Comparative Politics would focus on broader questions pertaining to voting behavior, legislatures or political parties within a given country or region. Scholars with broad theoretical interests are also more likely to publish in well-regarded, mainstream political science journals and be able to flourish in an interdisciplinary environment.

Faculty development. Both political science faculty members are advanced assistant professors. Hansford, had he remained at the University of South Carolina, would have gone up for tenure last year and Nicholson, had he remained at Georgia State University, would be a second year Associate Professor. Although Hansford and Nicholson have well established research programs, both require time to do research to assure steady career advancement. Our new faculty hire, Monroe, is a fourth year assistant professor and also needs time to further his research agenda. The hiring of more faculty members within the next five years is essential to giving faculty the opportunity to do research.

Spaces, offices, labs. A primary concern is office and lab space. Assuming we are only allocated three faculty lines over the next three years as mentioned in the Strategic Plan and Academic Resource Plan (2006), political science will need three additional faculty offices. In addition, political science needs laboratory space. Experimental methods are

[xxii] The faculty who teach these non-political science courses have been consulted about the possibility of political science majors taking enrolling in their classes and have not expressed any objections.

becoming increasingly popular in political science and they figure prominently in political science's future plans. For example, political science seeks to hire several faculty that use experimental methods in the coming years. Nicholson increasingly makes use of experimental methods and will require lab space in the near future to successfully conduct his current and future research. In contrast to psychology and cognitive science, however, political science does not require lab space for each faculty member who uses experimental methods. Many political science departments have experimental labs where resources are pooled together. A similar model should be adequate for the needs of political science faculty and graduate students. Given a sufficiently large space, political science faculty might also share lab space with faculty and graduate students from sociology and economics. Lack of laboratory space for political science faculty doing experimental work will harm efforts to recruit and retain faculty.

3.5 Finances

Political science does not have any extramural grants at this time. However, this is not all that surprising given that junior faculty in political science typically do not have extramural grants. Next year, Hansford and Nicholson plan to individually apply for National Science Foundation grants. Political science also hopes to hire senior faculty with a record of obtaining grants and to generally foster an environment that encourages applying for grants.

3.6 The Organization

Political science is committed to an interdisciplinary environment but envisions a much closer association with cognitive science and economics. The overlap in approach and method will benefit a political science program, especially in the areas of graduate student training and faculty research. Political science graduate students trained in the most recent theories of cognitive psychology or economics will be poised to make substantial contributions to the discipline of political science.
Political science faculty collaborating with cognitive scientists and economists will be similarly advantaged.

SOCIOLOGY STRATEGIC PLAN

Introduction

Given UC Merced's unique location in the San Joaquin Valley, and Sociology's traditional emphasis on issues of inequality and power dynamics (particularly regarding class, race/ethnicity and gender), UCM Sociology has the potential to be not only a strong academic unit within SSHA, but a bridge to the other schools on campus and the larger community as well. Given the socioeconomic and demographic changes gripping the Central Valley in particular, and the State of California as a whole, I believe Sociology can serve to attract students at both the Undergraduate and Graduate level interested in studying such issues as:

- The complex issues of race/ethnicity that will emerge as the minority populations in California grow and make the "white" population an ever-smaller percentage of the whole.
- How minority and majority politics adapt to those changes.
- How collective action and social movements rise and fall in concert with the aforementioned demographic and political changes.
- How the dynamics of neighborhood/community change given increasing economic inequalities **and** increasing racial diversity.
- Increasing residential segregation.

Ultimately, I see UCM developing an elite, small Sociology department. Unlike UCLA and Berkley, which have some of the largest departments in the country, I envision UCM developing similar to Stanford, with a few key areas of study, rigorous academic programs, a focus on developing analytical skills, at the cutting edge methodologically, and with connections to the various multi-disciplinary programs throughout the university. The ultimate goal for this department is to be a top 50 department within 20 years and to join our sister schools Berkeley and UCLA in the top-10 in the long term. Though ambitious, I believe by implementing an aggressive hiring strategy combined with logical curriculum development, these goals are attainable.

Hiring/Staffing

Sociology, is one of the most popular majors throughout the UC system, on individual campuses and across the nation (see tables 1 and 2, and figure 1). However, here at UCM, Sociology is under-represented both in relation to its popularity nationally and in the UC system, as there is only one Sociologist on campus. I understand that in a time of limited resources, it is impossible to build every single major that is represented in SSHA. However, given sociology's prominence at the undergraduate level in both the system and nationally, it is important for SSHA to move quickly and aggressively so that a major can be started on campus within the next five years.

Sociology is a discipline with both quantitative and qualitative methodological foci. As a discipline, sociology is focused on the study of society as a whole and not just particular institutions or aspects of society. A successful department will be one that addresses all of these key features of sociology.

Over the next five years, I see Sociology growing along two axes. The first axis is an emphasis on studying traditional sociological issues: power, structure, agency and inequality, with a

particular emphasis on race, class, and gender. The second axis is methodological, with a stress on where the discipline is headed. In particular, I would like to hire individuals whose research uses network analyses, geographic/spatial analyses, hierarchical modeling, new ethno-methodologies, and mixed (quantitative/qualitative) methodologies.

Sociology, as a discipline, is uniquely situated as it can speak to all of the constituent members of SSHA, as well as aid in developing multi-disciplinary programs. In particular, I think Sociology can very quickly assist the growth of the Management Program. Sociology's flexibility and diversity, more so then any discipline aside from economics, can help quickly build the nascent management program. Though high school students, their parents, and some undergraduates may view management programs as the exclusive providence of Economists, the fact is that at the elite Graduate Schools of Management and Business, sociologists play an integral role in a variety of working groups and emphases. In surveying the top 20 business and management schools in the United States, sociologists are part of, but not limited to the following areas of study:

- Behavioral Policy Science
- Technology and Entrepreneurship
- Management Sciences
- Urban Studies/Planning
- Forestry/Natural Resource Planning
- International Business
- Center for Entrepreneurial Studies
- Global Business and Economics
- Social Innovation
- Organizational Behavior
- Strategy
- Economics
- Non-profit Management
- Marketing
- Decision
- Economy and the State
- Industrial Relations

- Management Behavior
- Organizational Dynamics
- Organizations and Markets

Finally, but not any less important, is sociology's potential connection to the humanities. Clearly, connections can be made quite easily with History, as a great deal of sociological work is historical in nature—from analyses of the African-American Civil Rights Movement, to changing gender roles in institutions, to diffusion of cultural norms, they all are based in historical methodologies. Likewise, linkages to literature are quite natural as well. If one looks at works such as Paul Beatty's *White Boy Shuffle*, central to that text are themes of what is "Blackness," how racial and ethnic identities developed, how such identities might be entwined with discussions of class, and what occurs at intersections of race, class, and gender. Another intersection could be if UCM were to hire an applied ethicist, as many of the issues that I envision the department focusing on, issues of race, class, and gender and the power inequalities therein, could be complemented very well by someone that examines the ethical implications of these issues. Moreover, Philosophy interfaces quite well with sociological theory courses. On the one hand, a 19th century philosophy course might include readings by Marx, Weber, and Durkheim, which would be a natural fit for philosophy and sociology majors. In contrast, a contemporary philosophy course might examine Foucault, Althusser, Heidegger and/or Derrida all thinkers with strong ties to sociology.

Given the ability to help the multi-disciplinary program in management and the necessity to grow the core parts of the discipline, I propose a two-pronged approach. I suggest that in the next academic year we hire a sociologists whose emphasis is on social stratification (preferably with an emphasis in Race, Class, or Gender or a topic such as immigration), and then alternate in following years hiring for management (in Sociology) and then for the "core" of the program. Therefore, it helps build both the Sociology program, and the Management Program. To be clear, the sociologists in management would be beholden to the Sociology program for determining their workload in terms of course loads and curriculum, however their courses (say in organizational behavior or network theory) would be able to be listed as upper division Sociology and Management courses, thus adding depth to both Sociology and management. However, their principle and "department of record," for lack of a better phrase, would be management. In the next four hiring cycles (beginning in AY 08/09) the hiring pattern would be:

08/09—1 hire in Stratification
09/10—1 hire, Economic/Organizational
10/11—1 Social Psychology
11/12—1 hire, Economic/Organizational

Each of these hires would not only be supported by the sociologists on campus, but by the faculty in the rest of the school. The economic/organizational hires would have support of management, the Social Psychologist (who I envision as an experimentalist) would have support

from both Psychology and Cognitive Science, and the Stratification faculty from Political Science, History, Economics and Anthropology.

Moreover, Economic/Organizational sociologists tend to use network analyses, as well as hierarchical modeling and those in Stratification use ethnography along with geographic/spatial, hierarchical and other statistical modeling. Moreover, Economic Sociology is the newest and among the fastest growing sub-disciplines. Hiring two sociologists in Economic/Organizational and Stratification will put the department at the forefront of sociological thought. Each year my colleagues and I would aggressively look into the UCOP post-doctoral fellows for a possible fit.

Furthermore, I would advocate a slightly different hiring strategy than is currently being used in SSHA. Given our difficulties in recruiting high caliber senior hires, I would argue that we should target our hires at the assistant and advanced assistant level. The logic here is that though it would not give our Senior Faculty leadership the immediate assistance they need, it does provide a better environment for mentorship and assistance for the "new" junior hires. Looking at Political Science, if all goes well Steve and Tom will both be Associates by end of 07/08 and can effectively mentor any future junior hires in Political Science (or for that matter, Sociology!). This then decreases our need for senior searches, which I believe will be largely unsuccessful in the near term until we can reach "critical mass" on campus, and can offer established faculty research centers, facilities, student populations, etc. that are attractive for them to leave their current institution.

Developing the Major The first step, developing the minor, has been accomplished with the minor currently "on the books." However, I believe that acting strategically, we can have a Sociology major up and running by AY 2010-2011, with a moderately aggressive hiring strategy (see above), and use of existing courses within other disciplines, and strategic use of lecturers. Below is a preliminary list of courses, and distribution. To get the program up and running sooner Political Science 010 could be used instead of Soc 010. With four ladder-rank faculty (myself and 3 new hires), and strategic use of lecturers we can offer the bulk of the courses that I envision being part of the major— particularly the three most important upper division courses: research methods, Sociological theory, and the Senior Capstone. However, if we hire in the areas I specify above we could certainly teach in a three year rotation al of the lower division courses I list (with the exception of Introduction to Crime and Deviance), as well as the bulk of the 15 upper division courses, and perhaps most importantly the research methods, theory and senior capstone course.

The students would be exposed in the lower division courses to three of the major subfields within the discipline, and at the upper division level have a chance to explore how Sociology interfaces with the other disciplines, as well as become immersed in specific issues of interest to them. Finally, the Sociology major will end with a capstone class that will be a yearlong sequence where the first semester will be developing a research question, a research plan, developing the theoretical basis of the final project, and beginning the actual research (be it historical, quantitative, or qualitative). The second semester will be principally for finishing the data collection and performing/writing up the final analyses into a sort of Bachelor's thesis.

Requirements:

Lower Division, 16 Units

Intro to Sociology, (4 units)

Choose 3 from the following 7 courses (12 units):

- Social Stratification (4 units)
- Introduction to the Sociology of Organizations (4 units)
- Introduction to Social Psychology (4 units)
- Introduction to the Sociology of Gender (4 units)
- Introduction to Crime and Deviance (4 units)
- Issues of Race and Ethnicity (4 units)
- Introduction to Political Sociology (4 units)

Upper Division, 38 Units

Research Methods (4 units)

Sociological Theory (4 units)

Senior Capstone I, II (6 units)

Choose 3 from the following 15 courses (12 units):

- Social Movements, Protest and Collective Action (4 units)
- Urban Inequality (4 units)
- Advanced Issues of Gender (4 units)
- Advanced Issues in Race and Ethnicity (4 units)
- Political Sociology (4 units)
- Advanced Organization Behavior (4 units)
- Advanced Social Psychology (4 units)
- Quantitative Methods (4 units)
- Qualitative Methods (4 units)
- Further Issues in Crime and Deviance (4 units)
- Foundations of Social Theory (4 units)
- Contemporary Social Theory (4 units)
- Sociology of Education (4 units)
- Sociology of Religion (4 units)
- Law and Society (4 units)

12 other units from sociology or other related courses from the social sciences (Economics, Public Policy, Psychology, Anthropology,). Humanities courses may be approved on a case-by-case basis

Total Load 54 Units

Table 1. Number of Majors by Year, Across the UC System for Social Sciences, for AY 2000-01 Through 2004-2005.*

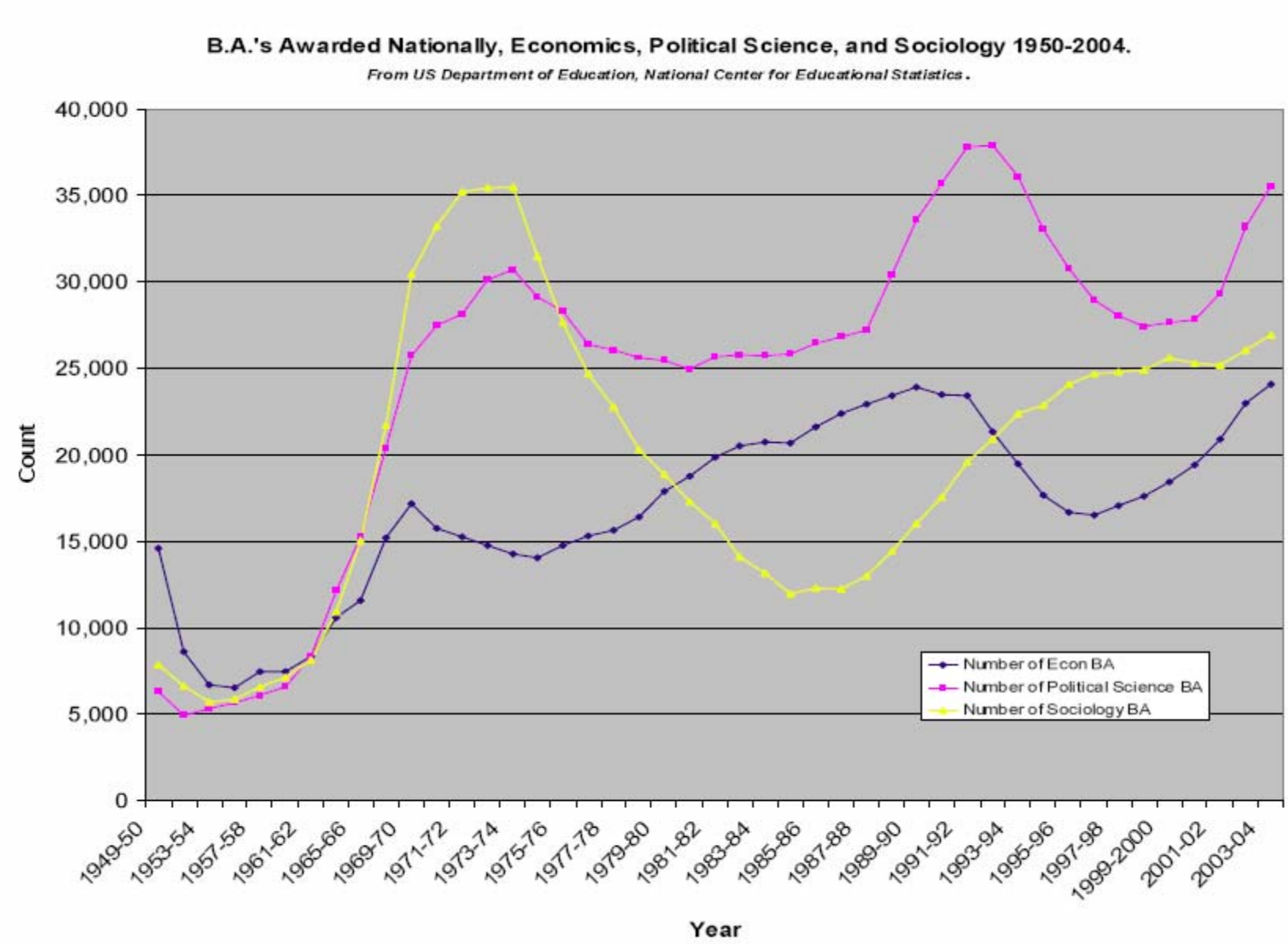
	01	02	03	04	05
Anthropology	611	1038	1027	1097	874
Economics	3862	5124	5920	6069	5290
Political Science	3294	4471	5124	5304	4748
Psychology	3959	5725	5867	6240	5450
Sociology	3094	4554	4920	4935	4591

*Data not available for Santa Cruz or Santa Barbara, and UCLA is missing data for 01 and 05. Data from Institutional Reports for each campus.

Table 2. Number of Majors by Department on UC Each Campus by Year, for AY 2000-01 Through 2004-2005.*

		2001	2002	2003	2004	2005
Berkeley						
	Anthropology	213	239	245	248	240
	Economics	481	529	582	602	555
	Political Science	600	667	863	864	843
	Psychology	476	485	535	562	564
	Sociology	340	441	478	500	450
Davis						
	Anthropology	129	150	145	134	131
	Economics	556	721	950	1040	957
	Political Science	664	685	795	825	830
	Psychology	933	995	1179	1329	1394
	Sociology	417	565	665	673	732
Irvine						
	Anthropology	98	119	124	121	164
	Economics	1088	1190	1169	1145	1152
	Political Science	581	681	779	823	912
	Psychology	735	847	836	794	857
	Sociology	623	732	768	784	803
Los Angeles						
	Anthropology		352	315	379	
	Economics		710	1012	827	
	Political Science		638	759	788	
	Psychology		1235	962	1098	
	Sociology		927	1069	1008	
Riverside						
	Anthropology	88	105	131	137	149
	Economics	309	371	491	629	663
	Political Science	438	636	731	756	780
	Psychology	786	1056	1146	1117	1119
	Sociology	427	555	582	615	605
San Diego						
	Anthropology	83	73	67	78	190
	Economics	1428	1603	1716	1826	1963
	Political Science	1011	1164	1197	1248	1383
	Psychology	1029	1107	1209	1340	1516
	Sociology	1287	1334	1358	1355	1401

*Data not available for Santa Cruz or Santa Barbara, and UCLA is missing data for 01 and 05. Data from Institutional Reports for each campus.


B.A.'s Awarded Nationally, Economics, Political Science, and Sociology 1950-2004.
From US Department of Education, National Center for Educational Statistics.
Count
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
1949-50
1953-54
1957-58
1961-62
1965-66
1969-70
1971-72
1973-74
1975-76
1977-78
1979-80
1981-82
1983-84
1985-86
1987-88
1989-90
1991-92
1993-94
1995-96
1997-98
1999-2000
2001-02
2003-04
Year
Number of Econ BA
Number of Political Science BA
Number of Sociology BA

APPENDIX C: PSYCHOLOGY

FTE Request

Developmental	Health	Quantitative
Chouinard	**Wallander**	**Shadish**
Dunham	Current Search	**Current Search**
Current Search	**Position 1**	Position 6
Position 3	Position 2	Position 9
Position 5	**Position 4**	
Position 7	Position 8	

1. In order to remedy the current dramatic understaffing of Psychology proportional to its student FTE credit hour production, we request a special allocation by the Provost of 6 new FTE faculty lines, taken prior to the distribution of FTEs to the Schools so as not to unduly penalize SSHA.
2. In order to reflect normal student FTE credit hours generated by Psychology, we request an additional 3 FTE faculty lines for Fall 2009.
3. We request 7 faculty offices plus 2500-3500 square feet of laboratory space for Fall 2008, assuming that the three current searches are successful.
4. We request 16 faculty offices plus a total 6000-8500 square feet of laboratory space for Fall 2009 to accommodate the needs of the current faculty, those hired in Fall 2008, and the new allocation of faculty lines requested in 1 and 2 above. Space is requested at an average of 400-550 square feet per faculty member.
5. We request continued allocation of Lecturer funds, the amount depending on the allocation of new faculty lines to Psychology.
6. We request an allocation of teaching assistant slots proportional to Psychology student credit hour production.

Summary

Psychology was one of the founding disciplines in the School of Social Sciences, Humanities, and Arts, envisioned to be a high enrollment major that would help the university reach its enrollment goals, and to be a scholarly centerpiece of the university. Psychology has met that expectation through high student enrollment, external grant funding, and scholarly productivity. This strategic plan describes the resource needs of Psychology, especially regarding hiring faculty who can build specialties of excellence in Developmental Psychology, Health Psychology/Behavioral Medicine, and Quantitative Psychology, and regarding building a Psychology graduate program. It also discusses proposed improvements to the undergraduate Psychology major, in particular by providing better opportunities to develop excellence in written communication.

1. The Mission and Challenges

Psychology offers a broad undergraduate curriculum spanning all its subspecialties, and it seeks to develop a graduate program with focused excellence in a limited number of subspecialties. Psychology is also a discipline in an interdisciplinary environment. It must maintain its disciplinary identity in order to attract both faculty and students, but it must simultaneously use the diversity of its subspecialties to establish mutually beneficial collaborative relationships with other disciplines and other Schools at UC Merced.

Psychology faces several challenges in achieving its mission.

- A need for additional faculty lines to teach the high and continually rapidly increasing undergraduate student credit hour production in psychology, to reduce the over-reliance on lecturers and to reduce the unacceptably high student-faculty ratio in psychology.
- A need to develop a formal graduate program proposal.
- A need to increase available laboratory space.

2. The Vision

Psychology aims to be a pivotal discipline in UC Merced's quest to become a premier research university. The role of Psychology will be to create a faculty whose research efforts are recognized in the discipline through excellence in publication and extramural funding, to provide a steady source of high enrollment courses that are taught primarily by ladder rank faculty dedicated to teaching excellence, and to cross disciplinary boundaries by identifying and collaborating in other strategic efforts in the university.

3. The Overall Goals and Strategies

Psychology has made exciting early progress towards the establishment of research and teaching excellence. However, several challenges remain. In particular, psychology needs to work with the administration and the Academic Senate

- To ensure that the allocation of resources to Psychology reflects its student credit hour production.
- To create a graduate program in psychology.
- To ensure that sufficient laboratory space is available for psychology faculty to do their research.

To achieve these goals, psychology must create a vision, mission and strategic plan that are endorsed by Psychology faculty, by the SSHA faculty and Dean, by the Academic Senate, and by the UC Merced administration. The current document describes the strategic directions that Psychology will take, and outlines the tactical actions that are needed to solve the challenges Psychology faces.

4. The Organization and Administration

In Fall 2007, the Psychology Section of SSHA was created, with four ladder rank faculty: Assistant Professor Michelle Chouinard, Assistant Professor Yarrow Dunham, Professor William Shadish (Chair), and Professor Jan Wallander. The Psychology Section held regular faculty meetings during the academic year, and given its small size, it currently functions as a committee of the whole for all decisions.

5. Education

5.1 Emerging Educational Needs

At the undergraduate level, three key needs are emerging. First, Psychology would like to make its undergraduate major writing intensive. The Psychology faculty considers the ability to communicate in writing an important component of a high-quality education. Strong scientific writing is a critical skill in the discipline, foundational to efforts to provide undergraduates with the necessary skills to succeed in professional and post-graduate work. However, providing this training requires a major commitment of teaching resources, specifically in the form of teaching assistant allocations at least proportional to the student FTE's generated by Psychology courses[xxiii]. We will also take advantage of Writing Program courses, for example, by requiring majors to take WRI 117: Writing for the Social Sciences, potentially working with the Writing Program to develop a psychology-specific version of this course. Second, the number of undergraduates requesting to work on the research of Psychology faculty members is increasing beyond the point that the existing faculty can handle. To do so, we need more teaching assistant resources than we have usually been given, an amount at least proportional to the student FTE's generated by Psychology courses[xxiv]. We will also take advantage of Writing Program courses, for example, by requiring majors to take WRI 117: Writing for the Social Sciences. Second, the number of undergraduates requesting to work on the research of Psychology faculty members is increasing far beyond the point that the existing faculty can handle. Hiring more faculty will ease this problem. Third, we were informed by the SSHA Dean's staff in late Fall 2007 that demand for upper division Psychology courses is rapidly increasing, not just from normal enrollment growth, but from the fact that the Schools of Engineering and of Natural Science recently changed their curricula to allow more upper division SSHA courses to meet their requirements. By late December, 2007, 8 of 9 upper division Psychology courses filled very quickly to their enrollment caps of 50-65. This resulted in some Psychology majors being unable to obtain upper division courses they wanted or needed, and in all transfer students being precluded from registering for these courses because they register at the start of the semester when classes have already closed. Here too, additional faculty hires can ease the strain.

At the graduate level, a key need is to develop graduate education in Psychology. Our current graduate education occurs under the auspices of the Individual Graduate Program in Social and Cognitive Sciences, Psychology track. We have a small, basic set of graduate course offerings consisting of a year long Professional Seminar, a methods course, and a few advanced specialty courses (e.g, Developmental Psychology, Measurement Theory and Psychometrics). However, such an unusual degree is not widely marketable, and the sparse curriculum only minimally prepares our graduates adequately for independent research contributions. With more faculty hires in the next three years, we anticipate having the capacity to offer a freestanding Psychology doctoral program, and so are beginning to prepare such a proposal.

[xxiii] The allocation of TAs to Psychology courses in Spring 2008 met this goal, the first time that has been the case since UC Merced opened. We hope this trend continues.

[xxiv] The allocation of TAs to Psychology courses in Spring 2008 met this goal, the first time that has been the case since UC Merced opened. We hope this trend continues.

5.2 Majors

In 2007-8, Psychology has 39.5% (206) of all the 521 declared undergraduate majors in SSHA[xxv]. The ratio of Psychology majors to Psychology ladder rank faculty is over 50:1. No other major in SSHA comes close to this ratio. The ratios for the remaining SSHA majors are 24:1 (Political Science), 11:1 (History), 8:1 (Cognitive Science), 5.25:1 (Literature & Cultures), and 4:1 (Economics). The ratio for Management, which has 122 majors, cannot be computed because Management has no faculty. Majors are an important metric because they consume a disproportionate amount of faculty time compared to other students enrolled in Psychology courses. Majors create demand to work on faculty research projects, request letters of recommendation and similar support, and they are more likely to consult faculty about career development. It is difficult to provide the Psychology major with the faculty consultation and interaction they deserve at a UC campus with a ratio of 50:1.

5.3 Minors (No information on the number of minors is available)

5.4 Enrollment Projections

In 2007-8, Psychology courses generated about 30% of all SSHA student FTE credit hours: 30.2% when counted by discipline of the *course*, and 28.5% when counted by discipline of the *instructor* of record. As with the data on majors, this is far higher than any other discipline in SSHA. As a consequence, the ratio of student FTEs to ladder rank faculty in psychology is at least 80:1, again by far the highest in SSHA. This results in very crowded classes that greatly limit the ability of Psychology to engage students with more time consuming tasks like extensive writing and laboratory components, or to devote much time to individual students during office hours. The high student FTE also results in a larger number of courses being taught by Lecturers than in any other discipline in SSHA. We would rather have ladder rank faculty teaching these courses in order to provide a high quality UC undergraduate education. Throughout the rest of SSHA Sociology (77:1) and Political Science (60:1) both approach the Psychology ratio; but the rest of the SSHA disciplines are far lower (e.g., Economics 25:1, Cognitive Science 35:1, Literature & Cultures 14:1; History 40:1).

Enrollment projections are always difficult to make in a rapidly changing environment. However, all indications are that the demand to enroll in Psychology courses will continue to grow rapidly at UC Merced. This prediction is based on the fact that Psychology courses routinely reach their enrollment caps very early in registration. According to a check of the Registrar's web site on December 29th, 2007, for example, 8 of 9 upper division Psychology courses were closed to further enrollment, despite the fact that their enrollment caps were 50-65. Psychology faculty routinely receive requests from students to add to closed courses; we have had to take a firm stand against this to avoid further class size increases. A negative consequence of this is that transfer students are closed out of these courses because they do not register until the start of classes. Finally, there is no reason to expect that the proportion of incoming students who desire to major in Psychology will change, indicating a continued high future demand for enrollment in Psychology courses. Therefore, if more sections of courses could be offered, enrollment would continue to increase—probably substantially.

At the graduate level, Psychology currently has five graduate students. This is a small number, even relative to the small number of Psychology faculty. In most Psychology graduate programs, each faculty member will have from 2-5 graduate students at a time. This low graduate enrollment is due to the small number of Psychology faculty, the primitive state of the graduate curriculum, and the lack of a presence

[xxv] These and subsequent data exclude Foreign Languages and the Writing Program, both of which are intended to be staffed primarily by lecturers.

in the standard recruitment venues. To remedy the latter, Psychology is currently developing a web page and an additional recruitment brochure, but the former has been slowed because of the minimal assistance given to the project by Information Technology. Psychology also joined the Council of Graduate Departments of Psychology, which will be a venue in which to publicize our program. When a full graduate program is available, we will place that information in standard sources such as the American Psychology Association's *Graduate Study in Psychology* book. Thus we project a slow increase in graduate enrollment at first, but within five years and additional faculty, we expect to enroll 5-10 new students per year, resulting in 30-50 students in the program at any given time.

6. Research

Psychology aims to develop three areas of research excellence—Developmental Psychology, Health Psychology/Behavioral Medicine, and Quantitative Psychology. In addition, psychology will continue to foster interdisciplinary links: with UC Merced's Cognitive Science program by hiring faculty members in these three areas who have overlapping interests in cognition, and with the planned medical school at UC Merced by hiring faculty with health-related interests. The next three paragraphs describe the immediate plans for Developmental, Health, and Quantitative Psychology.

Developmental Psychology at UC Merced currently focuses on childhood and adolescence, with interests in cognitive development, language, and social development. Faculty in this area have strong overlapping interdisciplinary interests with Cognitive Science. Future developmental hires will build on these strengths, but also broaden the breadth of developmental interests at UC Merced into areas like the development of infants and developmental neuropsychology. Reflecting these goals, we are currently pursuing a hire in the area of infant development, though it is too early to say if this effort will be successful. If this position is filled, our next priority is hiring a faculty member with research interests in the area of cognitive development. Such a hire would build on the program's current strengths, and would add to the interdisciplinary potential of the psychology area, due to further potential cross-collaborations with cognitive science. Developmental neuropsychology is our second future hiring priority. A cutting-edge research area, it potentially spans developmental, cognitive, and health psychology, as well as offering cross-disciplinary collaborations with cognitive science and human development/biology.

Health psychology deals with interactions between the behavior and physical health, considering the full dimensions of both of these concepts. At the most general level, health psychology includes research into how behavior affects physical health as well as how physical health affects behavior. To do so, health psychology draws upon multiple knowledge bases of psychology. For example within health psychology, there are social psychologists who study cultural influences on health, cognitive psychologists who study health decision making, developmental psychologists who study family influences on children's health, and physiological psychologists who study behavioral effects on the neural and immunological systems that are often the proximal causes of diseases. Health psychology also includes activities to promote physical health and prevent disease, which is often referred to as behavioral medicine. Such interventions can be applied at different levels, from individuals all the way to the public in general. Examples include psychological interventions that prevent health problems or ameliorate existing health problems, such as the delivery of culturally-appropriate health promotion information, and prevention programs to aid elementary and high school students to avoid unhealthy lifestyle habits (e.g., related to obesity, substance use). Health psychology faculty will bring research and teaching interests that will be highly useful in UC Merced's quest to develop a medical school; and health psychology usually fares extremely well in generating large amounts of extramural research funding. A priority in the near future will be the addition of faculty in health psychology who can contribute to Developmental Psychology by, for example, studying issues pertaining to children's health.

Quantitative Psychology is the study and development of the research designs and statistical methods that are used by psychologists (and other social, behavioral, and biomedical scientists) in their work. Compared to Developmental and Health Psychology, which are envisioned eventually to have large numbers of faculty, Quantitative Psychology will have a proportionally smaller number of full-time faculty compared to the other two areas, while also having enough faculty to offer doctoral training in Quantitative. The rapid addition of such faculty early in program development is essential to the development of a strong psychology program, for several reasons. First, it provides a good means of ensuring competent teaching of crucial graduate level quantitative courses in psychology that are required in every high-quality doctoral Psychology program. Second, it serves as a catalyst for improving the statistical analysis of research data for the two substantive areas of health and developmental psychology, improving the likelihood of successful publication. Third, given that UC Merced does not have a statistics department, unlike most mature universities, quantitative psychology can be a source of faculty who can provide critical statistical consultation on extramural grants. Such consultation is essential for large grant-supported research programs that we hope to encourage in developmental and health psychology. Importantly, this expertise will benefit grant applications outside psychology as well. Fourth, the American Psychological Association has identified quantitative psychology as an area that needs an increased supply of trained faculty members. The web site of the Task Force for Increasing the Number of Quantitative Psychologists http://www.apa.org/science/bsaweb-tfinqp.html states: "Acknowledging the fact that the number of quantitative psychologists is dwindling at the same time that there is a pressing need for training and education in all aspects of quantitative methods, the APA Council of Representatives authorized a special task force in 2006…. The Task Force…was charged with addressing both the pipeline of qualified students and opportunities for training in quantitative psychology (with an emphasis on early undergraduate education through postdoctoral training)." The quantitative psychology program at UC Merced will help respond to that need. We will choose hires in quantitative psychology that complement the needs typical of developmental and health psychology, such as longitudinal data analysis, multilevel modeling, and categorical data analysis.

In the long term, Psychology may expand beyond these three specialties, although such predictions are hard to make at this time. Likely candidates for long term expansion would include any of the physiological specialties in psychology, or social psychology. Much will depend on the mix of interests represented on the faculty at that time. For example, some health psychologists are trained as social psychologists, and they may find it attractive to expand the social psychology offerings.

7. Interdisciplinary opportunities

Psychology currently envisions three primary venues for interdisciplinary collaboration. First, Psychology has a history of support for and collaboration with the UC Merced Cognitive Science program. Psychology played a key role in formulating the original idea to create a Cognitive Science program; supported the move of several existing faculty lines from the teaching of Psychology to the teaching of Cognitive Science; spearheaded the creation of a new senior Cognitive Science position (to be filled by Michael Spivey); wrote a UCOP grant that was funded to support a conference held in May 2005 on the future of Cognitive Science at UC Merced; and wrote the initial draft of a second conference grant to NSF that received a very encouraging review, which was revised and resubmitted by faculty with interests in Cognitive Science. The latter grant was funded, and includes faculty who teach in Psychology as co-PIs. In addition, Psychology has been successful in seeking and hiring faculty who have overlapping interests that can support the Cognitive Science program, such as the recent hire of Yarrow Dunham, a developmental psychologist who has strong cognitive training and interests. The Psychology faculty has recommended hiring two additional faculty from the current searches in Developmental and Quantitative Psychology, both of whom have strong cognitive interests.

Second, faculty who will be hired in Health Psychology will contribute to interdisciplinary collaboration with faculty in the School of Natural Science and the School of Engineering who are involved in the creation of a medical school at UC Merced. The exact form of any research collaboration will depend on the specialties of the faculty who are hired. However, Professors Wallander and Shadish are both currently participating on the committee to plan the physical plant for early medical education at UC Merced; and they will participate in other such endeavors as requested.

Third, faculty who will be hired in Quantitative Psychology will contribute to the need for expert statistical consultation among faculty in the School of Natural Science and the School of Engineering who are involved in the creation of a medical school. For example, at the request of the Dean of Natural Science, Shadish wrote a document describing models for statistical consultation and training that could be used at UC Merced in the short to medium term future.

8. Outreach

Psychology strongly supports efforts to attract a diverse student body at both the undergraduate and graduate levels. Specific figures on the composition of the current student body are not available from SSHA. However, Psychology tends to attract a large proportion of female students, as well as of underrepresented ethnic groups. The composition of our undergraduate research teams, and of our graduate students, also reflects that (specifics available upon request). Finally, Psychology faculty routinely participate in outreach efforts. For example, Dunham is on the SSHA Recruitment and Retention Committee, and he has participated in one recruitment forum for psychology and cognitive science. Similarly, Wallander has served as a faculty speaker for the Transfer Student Recruitment into Psychology, Nov 2007.

9. Resources

9.1. Faculty

Psychology has 4 (13%) of SSHA's 30.5 faculty. If faculty were allocated in proportion to credit hours by either metric currently being used (in the discipline or by instructor of record), Psychology would currently have 9 faculty. If allocated in proportion to the number of majors (39.5%), Psychology would have 12 faculty. If allocated using the rule suggested in the strategic planning master document distributed to SSHA faculty—20 FTE students to one faculty—Psychology would have 16-17 faculty. By any metric, therefore, Psychology is drastically understaffed. The following table lists existing faculty and compares that to an allocation by the most conservative metric, student credit hour production:

Academic Year Beginning	Actual Faculty	Faculty Allocation Given Student Credit Hour Production
Fall 2005	5[1]	4[5]
Fall 2006	2.5[2]	7.5[6]
Fall 2007	4[3]	9
Fall 2008	7[4]	13

[1] Chouinard, Heit, Matlock, Shadish, Woodward
[2] Chouinard, Heit (0.5), Shadish
[3] Chouinard, Dunham, Shadish, Wallander
[4] Chouinard, Dunham, Shadish, Wallander and three positions currently being searched, assuming all searches are successful.

[5] Based on planned allocation determined by the Task Force that created UC Merced, given that disciplinary enrollment was unknown.
[6] Based on data in the 2006-7 strategic plan.

At a minimum, then, if all current searches are successful, Psychology will still be at least 6 faculty short of where any reasonable examination of data indicates it should be in Fall 2008. Therefore, given this significant shortfall in faculty lines in Psychology, our faculty FTE request has two parts:

First, we request that the Provost make a special, one-time-only allocation of 6 FTE faculty lines to Psychology during the current strategic planning process. So as not to unduly penalize the allocation to SSHA in general, we request the allocation be taken first from the overall UC Merced allocation of faculty lines, with the remaining lines then being distributed to the three Schools according to the normal process.

Second, because the current strategic planning process concerns hires who would not be on staff until Fall 2009, we request the usual allocation of FTE faculty lines to Psychology based on planned growth for that year. Assuming SSHA receives about 10 new faculty FTEs per year, Psychology would have at least 3 of them each year by the most conservative metric—percent of student FTE—just to maintain the current (severely understaffed) status in relation to the expected enrollment growth.

Therefore, our overall FTE request is for 9 new faculty lines. The current distribution of Psychology's 7 FTE faculty lines, assuming all current searches are successful, is 3 in Developmental (2 Assistant Professors, 1 Full Professor), 2 in Health (1 Assistant Professor, 1 Full Professor), and 2 in Quantitative (2 Full/Associate Professors). Our plans call for Developmental and Health Psychology to be about equal in size, and Quantitative Psychology to be somewhat smaller. We also wish to staff Psychology with as many tenured faculty as possible to reduce the service workload on our untenured faculty. Therefore, we propose to allocate the 9 new lines as follows, in order of priority:

1. Full Professor in Health Psychology, preferably specializing in child health, cultural influences on health, rural health, or the prevention and treatment of health problems common in the Central Valley such as obesity or poor prenatal care.
2. Assistant Professor in Health Psychology specializing in one of the areas not already hired.
3. Full Professor in Developmental Psychology. The specialty of this hire should be in child and adolescent Development, but otherwise we will seek to hire the best candidate that either complements existing areas (cognitive development, social development), or that introduces new areas such as developmental neuropsychology or personality development.
4. Full Professor in Health Psychology specializing in one of the areas not already hired.
5. Full Professor in Developmental Psychology specializing in one of the areas not already hired.
6. Assistant Professor in Quantitative Psychology specializing in either longitudinal data analysis or multilevel modeling.
7. Assistant Professor in Developmental Psychology specializing in one of the areas not already hired.
8. Assistant Professor in Health Psychology specializing in one of the areas not already hired.
9. Assistant Professor in Quantitative Psychology specializing in one of the areas not already hired.

If the UC administration does not allocate sufficient funds to hire tenured faculty, we would replace the Full Professor lines with lower rank lines. This plan would result in the following allocation of 16 faculty by specialty in Fall 2009 (Full Professor lines in boldface):

Developmental	Health	Quantitative
Chouinard	**Wallander**	**Shadish**
Dunham	Current Search	**Current Search**

Current Search	**Position 1**	Position 6
Position 3	Position 2	Position 9
Position 5	**Position 4**	
Position 7	Position 8	

In subsequent years, Psychology will continue to build these three areas in a manner consistent with the above description, keeping parity between Developmental and Health, with Quantitative having half to two-thirds as many faculty as the larger areas, and ensuring that each area has sufficient faculty to offer doctoral level training in its area. We may choose to cap the size of some areas if lack of student demand suggests doing so; or we may add an area (e.g., social, physiological) if faculty interests move in that direction. However, we assume that the growth of Psychology will slow over time as other majors come on line. We can estimate the eventual size of Psychology as likely to be about 40-45 ladder rank faculty, to judge from the average size of Psychology faculties at other UC academic campuses (estimated from web site directories, the number of ladder rank faculty in Psychology are approximately: UC Berkeley 45; UC Davis 45; UC Irvine 54; UCLA 68; UC Riverside 30; UC San Diego 32; UC Santa Barbara 35; UC Santa Cruz 30).

9.2. Space

Psychologists require one office per faculty member, and laboratory space. Quantitative psychology is probably the least space intensive area, where an allocation of 200-300 square feet of lab space per faculty member will suffice. Health and Developmental are more space intensive, requiring 450-600 square feet of lab space. However, these are averages, and space needs vary within areas. Needs are larger for faculty with active grant funding; and some health and developmental psychologists have fewer space needs. We have been assured by the administration that sufficient space for these labs will be available on campus.

Therefore, for the four *current* Psychology faculty, about 1500-2100 square feet of lab space is needed on campus. If all three current searches are successful, an additional 1100-1500 square feet will be needed by Fall 2008. If Psychology were to be allocated the new lines requested, estimated space needs for those hires in Fall 2009 would be:

1. Full Professor in Health Psychology: 450-600 square feet.
2. Assistant Professor in Health Psychology: 450-600 square feet.
3. Full Professor in Developmental Psychology: 450-600 square feet.
4. Full Professor in Health Psychology: 450-600 square feet.
5. Full Professor in Developmental Psychology: 450-600 square feet.
6. Assistant Professor in Quantitative Psychology: 200-300 square feet.
7. Assistant Professor in Developmental Psychology: 450-600 square feet.
8. Assistant Professor in Health Psychology: 450-600 square feet.
9. Assistant Professor in Quantitative Psychology: 200-300 square feet.

Thus, total space needs for existing and planned hires by Fall 2009 would be approximately 6000-8500 square feet of laboratory space. This is in addition to one office per faculty member. This is only an estimate. In particular, our hiring experience so far is that the Full Professors we interview tend to have large lab spaces at their current universities in part due to having substantial active grants.

We have acquainted the faculty we have interviewed with the shortage of space in SSHA and on campus generally; but conveyed the assurance of the administration that adequate space will be available on campus. In the worst case that adequate space is not available until the new building opens in 2010-11, these faculty have expressed a willingness to work with reduced laboratory space until that time. However, assuming continued growth of Psychology, it is also likely that available laboratory space in

the new building will be quickly consumed. Therefore, we believe that UC Merced capital planning may need to consider proposing a dedicated Psychology building (perhaps shared with Cognitive Science). That building should be planned to meet the office and laboratory needs of at least 45 faculty, and perhaps as many as 60 or more if cognitive science is included. That building could house other disciplines initially, moving them out as Psychology continues to grow to its mature status. The building would probably need about 25,000 to 35,000 square feet of laboratory space.

9.3. Finances

Psychology has the following financial needs:

1. The Psychology Section relies on the resources of the SSHA Dean's office for support staff. This can only continue for a year or two, but as the size of Psychology grows, a dedicated Psychology staff allocation will be needed.
2. Psychology has been allocated the equivalent of two FTE Lecturers this academic year. The need for Lecturers would decrease proportionate to the number of FTE ladder rank faculty allocated to Psychology. However, if UC Merced wishes to maximize its student FTE enrollment, allocation of Lecturers to Psychology may continue be in the University's interests. This should be judged on a semester by semester basis as enrollment caps in different courses and disciplines are apparent.
3. Psychology requires an allocation of teaching assistantships commensurate to its enrollment.

Although these financial needs are funded mostly by the university, Psychology strongly encourages its faculty to obtain extramural grant funding to help meet these needs. Active grants currently include:

1. Shadish, W.R. (Principal Investigator). "Meta-Analysis of Single-Subject Designs". Department of Education, Institute for Educational Sciences, $598,744 total costs (2005-8).
2. Shadish, W.R. (Consultant). "Three Workshops on Quasi-Experimental Design and Analysis", Spencer Foundation, $181,851 total costs (2007-8). Tom Cook, Northwestern University, Principal Investigator.
3. Shadish, W.R. (Consultant). "Improving Better Quasi-Experimental Practice", Institute for Educational Sciences, U.S. Department of Education. $787,612 total costs (2007-2010). Tom Cook, Northwestern University, Principal Investigator.
4. Wallander, J.L. (Co-Investigator). "Brain Research to Ameliorate Impaired Neurodevelopment-Home-based Intervention, " NICHD/NIH. $2,375,000 total costs (2006-20011). Wally Carlo, University of Alabama at Birmingham, Principal Investigator.
5. Wallander, J.L. (Consultant). "Healthy Passages: A longitudinal, community-based study of adolescent health," Centers for Disease Control, $31,000,000 (thus far; renewed yearly with appx. $4,500,000) (1999-open ended). Frank Franklin, University of Alabama at Birmingham, Principal Investigator.

Pending grants include

1. Dunham, Y. (Principal Investigator). "Minimal Groups and the Development of Social Category Knowledge". National Science Foundation, $497,666.
2. Wallander, J.L. (Principal Investigator). "*Longitudinal cohort study of religiosity and health risk behaviors in adolescence"*. NICHD/NIH, $3,882,022 total costs.
3. Wallander, J.L. (Consultant). "*Psychological Tests and Assessment Online Resource."* NICHD/NIH, $750,000 total costs, Tamara Kuhn, Sociometrcis, Principal Investigator.
4. Wallander, J.L., (Consultant). "Promoting Use of Effective Early Intervention Programs." , NICHD/NIH, $745,243 total costs. Holly Kreider, Socimetrics, Principal Investigator.
5. Wallander, J.L. (Consultant). "Effective Treatments for Children's Disruptive Disorders." NIMH/NIH, $666,805 total costs. Holly Kreider, Socimetrics, Principal Investigator.

These grants are particularly helpful to support graduate students in research assistantships.

10. Summary of requests for new resources.

In summary, the Psychology Section requests the following new resources:

7. In order to remedy the current dramatic understaffing of Psychology proportional to its student FTE credit hour production, we request a special allocation by the Provost of 6 new FTE faculty lines, taken prior to the distribution of FTEs to the Schools so as not to unduly penalize SSHA.
8. In order to reflect normal student FTE credit hours generated by Psychology, we request an additional 3 FTE faculty lines for Fall 2009.
9. We request 7 faculty offices plus 2500-3500 square feet of laboratory space for Fall 2008, assuming that the three current searches are successful.
10. We request 16 faculty offices plus a total 6000-8500 square feet of laboratory space for Fall 2009 to accommodate the needs of the current faculty, those hired in Fall 2008, and the new allocation of faculty lines requested in 1 and 2 above. Space is requested at an average of 400-550 square feet per faculty member.
11. We request continued allocation of Lecturer funds, the amount depending on the allocation of new faculty lines to Psychology.
12. We request an allocation of teaching assistant slots proportional to Psychology student credit hour production.

APPENDIX D: THE WRITING PROGRAM

Plan 2008-2009

The Writing Program is staffed by Non-Senate Faculty (NSF) lecturers whose employment is directly tied to undergraduate enrollment. In most respects, our hiring plans are contingent on freshman enrollment in required first-year courses (WRI 1, WRI 10, and Core 1 discussion sections). Increasingly, we must also align projected enrollment in upper-division writing courses with the need for additional hires. For instance, the Writing Program offers 10 sections of WRI 116 (Science Writing in the Natural Sciences) as the main option available to NS students who must fulfill a School requirement in communication. For Spring semester 2008 we are also staffing 10 sections of other upper-division writing courses (WRI 100, 117, 118, 119) as an alternative to Core 100, a required general education course that is not being offered at this time. We anticipate a similar responsibility for staffing Core 100 "equivalent" courses next year (AY2008-2009). Moreover, we have strong enrollment each semester for courses that fulfill the minor in writing.

Currently, the Writing Program employs the equivalent of 25 full-time NSF lecturers (equivalency is based on total number of sections taught by full-time and part-time hires). Next academic year, AY2008-2009, we will need to staff an additional 20% of writing courses to remain steady-state. That increase reflects the adjusted teaching load for writing lecturers in the UC system next academic year that will be reduced from six courses annually to five courses annually. Thus, in a steady-state projection of current hiring needs, we will be requesting a minimum of five more full-time positions, bringing the total number of full-time equivalent Writing Program lecturers to 30.

Those 30 NSF lecturers teach one/third of all courses taken by freshmen their first year. They also currently teach nearly all upper-division requirements for general education, requirements that must be offered in order for students to graduate in four years. In all, the Writing Program annually staffs about 130 – 140 sections of undergraduate courses, generating more than 55% of all FTE for Humanities and World Cultures. This percentage does not include FTE from approximately 40 sections of Core 1 that is also assigned to the Writing Program.

We are also requesting two more NSF appointments to staff a pending writing requirement in psychology (WRI 101) and a pending general education requirement for engineering majors (WRI 102).

Staffing Requests for AY 2008-2009:

1. 32 full-time NSF appointments or approximately $1,440,000 in salary allocations (not including benefits). Specific staffing needs are shown below:

WRI 1: 35-40 sections (700-800 students; about 67% failure rate for the AWPE and about 10% failure rate in Fall semester sections of WRI 1)
WRI 10: 35-40 sections (700-800 students, including those from AY 2007-2008 who deferred taking this course until their sophomore year, as is the policy in the School of Engineering)
WRI 252-3 sections
WRI 301-2 sections
WRI 100 6 sections
WRI 101 (pending) 5 sections [for psychology majors]
WRI 102 (pending) 5 sections [for engineering majors]
WRI 105 2 section

WRI 110	2 sections
WRI 112	(pending) 1 section
WRI 114	(pending) 1 section
WRI 116	10-12 sections
WRI 117	6 sections
WRI 118	1-2 sections
WRI 119	1-2 sections
Core 1:	40 sections (800 students; including about 60-80 who could not take this course their freshman year)
USTU 10	(pending) 1 section
EDUC 10	(pending) 1 section

2. Given the size and complexity of the Writing Program, I am requesting the appointment of a second Assistant Director who will assume responsibility for supervising general education courses (Core 1) and upper-division writing courses (WRI 100, 101 pending, 102 pending, 112 pending, 114 pending, 115, 116, 117, 118, 119, 125, 130, and 131).