School of Social Sciences, Humanities, and Arts Strategic Plan, AY 2010-11, 2011-12, and 2012-13.

Mark Aldenderfer, Dean
April 19, 2010

Summary of the plan

Positions requested:

AY 2010-11	11
AY 2011-12	9
AY 2012-13	9
Total	29 (EVC target 21)

Eleven Priority 1 positions rank-ordered for AY 2010-11

Nine Priority 1 positions recommended for AY 2011-12 and 2012-13 but **NOT** ranked ordered by priority

SSHA will engage in a revision of the strategic planning process for FTE in Fall 2010; therefore, we request that we be given permission to rank-order our choices for AY 2011-12 and 2012-13 based upon two criteria: what positions are actually allotted for AY 2010-11 and the results of the changes in our planning process.

Although no positions for the management major are included in the priority rankings, three positions are identified as priorities as a plan for the management major begins to emerge

Space is not a concern for any SSHA hiring scenario

No new majors are proposed in this plan

This plan was approved by a vote of the faculty that was completed on 19 April 2010:

Yes: 39
No: 0
Abstain: 3
Did not vote: 5

Document summary

This document consists of the following:

A description of the process by which the plan was created and the distinct logics by which it was developed;

The FTE requested for the three years of the planning period

An analysis of current and planned space requirements for SSHA

Strategic plans of each of the programs and graduate groups of SSHA

The appendices and tables requested by CAPRA (separate documents)

Appendices 1a, 1b, 1c: positions requested by AY

Appendix 2: Majors and grad groups{ proposed SSHA hires

Appendix 3: SSHA space requirements over the planning period

How the plan was developed

I learned about the deadline for the strategic plan documents shortly after arriving to Merced in early January. I requested from EVC and Provost Alley an extension of the deadline to submit the plan, and scheduled a faculty meeting for 26 January 2010 to discuss, among other things, my suggestions for the process through which SSHA would develop a strategic plan.

At that meeting, I recommended that the plan be developed jointly with the SSHA Executive Committee and myself. Although this recommendation was not voted upon, the faculty supported the process.

Consequently, I asked each of the groups within SSHA to submit to me their strategic plans and FTE requests by 15 February 2010. I asked them to develop their plans with strict attention to the guidelines outlined in the memo from EVC and Provost Alley and sent to the deans on 9 December 2009. This memo also contained the detailed requests by CAPRA as to formatting and content for the plans.

Based upon these program plans, including input from the graduate groups (ech plan is included in this document for your reference), I prepared a draft FTE request and presented it to the executive committee on 5 April 2010. It became clear during that meeting that there were very different opinions on how to best allocate FTE among the members of the Executive Committee. The debate and

discussion was spirited, difficult, but respectful. At the end of the meeting, an unhappy consensus was reached on the allocation of FTE requests for AY 2010-11. Although CAPRA has asked that we create a plan for three years, the Executive Committee determined that since we may not be granted the full number of FTE requested in AY 2010-11 (these now total 11), we would instead ask CAPRA to allow SSHA to revisit the next two academic years and re-evaluate our requests for AY 2011-12 and 2012-13 based on the positions awarded to us for AY 2010-11. Therefore, it was recommended by the committee that we list the positions for AY 2011-12 (9) and 2012-13 (9) in alphabetical order and indicate to CAPRA that these are all priority 1 positions. I should stress that this decision was reached by consensus by the committee members. SSHA is now asking for a total of 29 positions for the planning period, or eight more than the target requested by the provost. It was also agreed that we indicate to CAPRA and the administration that it is time to begin to engage in serious discussions about the Management program. As you may know, the Provost maintains a pool of at least three (unfunded) FTE designated for Management. Although these positions were not placed in the priority tables, we are asking CAPRA to consider releasing them as a SSHA-centric plan for Management begins to take emerge. Position descriptions for these are included in this document.

The amended plan was emailed to SSHA faculty on 9 April 2010, and was discussed extensively at a meeting of SSHA faculty (a voting meeting) on 12 April 2010. An email ballot was sent to all SSHA faculty on Tuesday,13 April 2010, and votes were to be in by 5PM on Monday, 19 April 2010. The results of the vote are: 39 yes, 0 no, 3 abstain, and 5 did not vote.

To improve the planning process, SSHA will engage in a review of its strate4gic plan and will discuss in depth a direction for SSHA during Fall 2010. This will provide needed context for the reassessment of SSHA priorities in the light of CAPRA recommendations and EVC FTE assignments and is consistent with the desire, as outlined above, to re-examine the priority ranking of positions in the light of these decisions.

Plan logics and plan evolution

It goes without saying that each and every SSHA major and program needs to grow. Unfortunately, fiscal realties make that impossible and thus, strategic thinking is required. In the development of the draft plan, I relied upon a number of assumptions and principles in making my selections.

NB: the term “program” here is meant to describe disciplinary offerings in general and is not meant to describe programs that listed within SSHA.

Draft plan logic as developed by the Dean

1) In the plan, I offered only those positions I deem Priority 1 using the CAPRA definition. There seemed little point in defining lower priorities in this exercise.

2) Within the Priority 1 category, my selection of requested FTE was based upon the following criteria: a) current and projected enrollment growth at the undergraduate level; b) my evaluation of program strength and coherence based upon the narratives sent to me as a part of this process. This also includes consideration of graduate education as offered to me by our two graduate groups; c) other factors, most notably whether a program has an opportunity to bring distinction to SSHA and UCM, how a program fits into interdisciplinary thinking at UCM, and finally, whether a program offers a potential for making a significant contribution to the Research Themes articulated in the 2009 Strategic Academic Vision of UCM. As dean, I am responsible for the growth and development of the school as an entirety.

NB: Thus, the draft plan was not strictly enrollment driven.

3) The draft plan did not include the Writing Program, which obtains its FTE through SSHA by an alternative process.

4) This plan made no specific request for hires in the Management major. I believe that Management should be housed within SSHA until it is ready to move forward as its own School, some time in the future. I cannot predict when and how these FTE will be released to SSHA.

5) The draft plan asked for 12 FTE in 2010-11, 10 in 2011-12, and nine in 2012-13, for a total of 31. Should we be reduced to the original 7-7-7 model proposed by the Provost in December 2009, I recommend that we revisit these lists on an annual basis, and I look forward to discussing just how this can be done. Again, given the uncertainty of the state budget, just how many of these positions we will get is unknown, but we should ask for what we need.

6) The draft plan did not come close to what SSHA faculty requested—that was a total of 52 FTE. I considered my draft to be a good faith compromise.

Compromise plan logic

The meeting of the Executive Committee was difficult primarily due to very different models of how FTE should be allocated. At t one extreme was a model that posits that all FTE should be allocated strictly by current and projected enrollment growth and the number of majors. This plan leaves nothing for those programs with lower enrollments, and rewards those programs that, at least in the minds of the advocates, have been doing the job requested of them: growing

their programs. Although the logic of the model is clear, it is of course the most selfish.

An intermediate model was proposed that argued strongly for enrollment growth as the primary criterion upon which FTE decisions should be made but offered the dean a proportion of the total number of FTE to be used for strategic hires. This approach recognizes a common good, but penalizes those programs that, in the eyes of the proposers, have not thought strategically about maximizing enrollment growth.

It should be obvious to CAPRA and the EVC that the strategic planning process as currently implemented at UCM (and as implemented historically by SSHA) is flawed and frankly, untenable. That this is the case is reflected by the outcome of the discussions of the Executive Committee: it took more than three hours to rank eleven positions for AY 2010-11 simply because of the incommensurate approaches to FTE allocation. No one was willing to rank the positions for the other two years although there is broad consensus that the positions listed are of strategic importance for SSHA. It is for these reasons that SSHA is asking that we be permitted to revise and review the priority rankings for AY 2011-12 and 2012-13 in the light of an attempt to create consensus on a SSHA-wide process for FTE allocation to be undertaken in Fall 2010.

The plan submitted is thus an unhappy compromise agreed upon by consensus by the Executive Committee and voted upon by the faculty. We need to do better.

Narrative of positions requested for the three years of the planning process

As noted above, the FTE request for AY 2010-11 is rank-ordered, while the other two years are not.

Positions requested, AY 2010-11
(These positions are ranked in order following the meeting of the SSHA Executive Committee)

Developmental Psychologist ; Psychology (Associate/Full) We intend to hire a senior (tenured) developmental psychologist with a focus in cognitive and/or social development in childhood (pre-adolescence). Within this broad focus, we will seek to recruit the best available candidate, but will give preference to researchers who complement and extend the existing areas of research expertise. High-priority additions would be someone with expertise in infancy or developmental neuroscience. More broadly, this position is intended to provide much-needed senior leadership and mentorship in the developmental area, which is currently without a tenured faculty member. This hire will require both laboratory space equivalent to the largest labs in the new Social Sciences and Management Building (e.g., 900 sf), and startup funds of about $150,000.

Regarding space, the anticipated developmental psychology hires would work with infants and children in laboratory settings. They need space for (a) interacting with the infant/child in a controlled environment, (b) observing those interactions through one way mirrors from a separate room, and (c) parents to wait for their infant/child in close proximity to the experimental room. Possible research strengths**:** cognitive development in infancy; developmental neuroscience; cognitive and/or social development in childhood. Possible teaching contributions: New undergraduate and graduate courses in area of specialization (e.g. infancy; neuroscience); PSY 130, Developmental Psychology; PSY 136, Cognitive Development. Possible research synergies**:** Strong synergies are expected with both current developmental faculty (Chouinard and Dunham). In particular, an emphasis in social and cognitive development will overlap with both, and a focus in infancy or developmental neuroscience will open new avenues for existing faculty and graduate students to extend their research interests to younger children or to neuroscientific methods, respectively.

Quantitative Psychologist; Psychology (Assistant) We intend to hire a quantitative psychologist with a solid background in statistical modeling. This hire will require both laboratory space equivalent to one of the smaller labs in the new Social Sciences and Management Building, and startup funds of about $80,000. This position will *expand our existing strengths* in Quantitative Psychology, and strengthen our ability to contribute to research in both Developmental and Quantitative Psychology. This hire will also teach one of our two required graduate statistics courses. Possible research strengths: longitudinal data analysis, multilevel modeling, categorical data analysis, structural equation modeling, item response theory, meta-analytic models. Possible teaching contributions: PSY 10, *Analysis of Psychological Data*; PSY 15, *Research Methods in Psychology*; PSY 105, *Advanced Research Methods in Psychology*; PSY 171, *Psychological Tests and Measurement*; PSY 190, *Topics in Psychology*; PSY 202A *Advanced Psychological Statistics I*; PSY 202B, *Advanced Psychological Statistics II*; PSY 202C, *Multivariate Methods*; PSY 205, *Measurement Theory and Psychometrics*; PSY 206, *Quantitative Methods for Reviewing Research*; PSY 207, *Linear Structural Modeling*; PSY 211, *Computer Programming for Social Sciences*; and PSY 212, *Special Problems in Psychological Statistics.* This hire may also develop new undergraduate and graduate courses, for example, *Multilevel Modeling* or *Longitudinal Data Analysis*. Possible research synergies: Direct synergies are with Shadish's research on meta-analysis and Vevea's research on meta-analysis and item response theory. However, this hire will benefit most of our faculty in Developmental and Health psychology where nested design requiring multilevel models, and longitudinal designs following children or patients over time, are common.

Cognitive Science and Technology; Cog Sci (Assistant/Associate) We intend to hire an applied cognitive scientist to *expand our existing strength* in technological and computational aspects of CIS, facilitate industry cooperation,

strengthen ties with Virtual Heritage/SSHA and CSE/SoE. Our last faculty recruitment effort (search began 2007-8) focused on a Cognitive Engineering hire. The search was nearly successful. A hiring case for a candidate with expertise in both human-computer interaction (HCI) and visual perception achieved majority faculty support when the position was "deferred" by administration in response to the economic crisis. Freezing this position has crippled our plans to steadily advance our curricula into cognitive science applications to technology, and adversely affected our undergraduates. Many students pursue the cognitive science major because they are interested in the development and use of technological applications, and more generally, applied cognitive science. For some, expertise in this area is key to employment opportunities. (Comparison point: UC Berkeley Cognitive Science majors often obtain jobs in industry, for instance, Google and Yahoo!) Our students continue to ask when COGS 128 (*Cognitive Engineering*) will finally be offered, and we hope to be able to meet their needs soon. Possible research strengths: Human-computer interaction, cognitive robotics, visualization, motor control, attentive user interfaces, virtual environments. Possible teaching contributions: *Cognitive Engineering* (UG), *Perception and Action* (UG), *Computational Modeling Foundations* (Grad), *Cognitive Robotics* (Grad). Possible research synergies: Matlocks' human-computer interaction, Maglio's work on service science and virtual environments, Kallmann's (CIS Affiliate) work on artificial intelligence, Newsam's (CIS Affiliate) work on pattern recognition, Noelle's work on computational neuroscience, Carpin's (CIS Affiliate) work on robotics and motion path planning, and Kello's work on computational neuroscience and virtual environments.

Public economics, Economics (Assistant): Public economics is the study of economic issues related to the public sector (i.e., government) and its relationship to the private sector. The scholar recruited for this position would likely study some aspect of the government's interaction with the private sector and his/her research would inform public policies relating to many potential aspects of the public economy. Given that government consumes about 25 percent of gross domestic product presently, the research theme in which the successful recruit would specialize is difficult to predict a priori. Depending on the pool put before the search committee, we might recruit a specialist in taxes and subsidies, saving behavior and Social Security, medical services related to Medicare and Medicaid, the structure and performance of government, inter-governmental relationships, debt policy, etc. The goal of the Economics program, in general, is to create a group of experts who help to inform better public policy-making and managerial decision-making. This scholar would contribute importantly to this overarching goal. Possible research strengths: We anticipate that the recruit will add to the present Economics faculty's strengths in applied econometrics and microeconomic theory. We anticipate that the hire's substantive area of research will complement our existing strengths in other aspects of applied microeconomics that do not directly focus on the public sector. Possible teaching contributions: Introduction to Economics, Economic Statistics,

Econometrics, Public Economics, Public Finance, Political Economics, and Applied Research Methods – all at the undergraduate or graduate levels. Possible research synergies: The economics faculty currently has strengths in political economy, labor economics, environmental economics, and economic history. The economics faculty brings a common set of quantitative and analytical tools to bear on pressing questions related to public policy interventions and managerial decision-making. There are significant portions of the real economy that are not well covered by the current faculty, including the public sector. A public economist, depending on his/her research specialty, would complement our political economy strengths (Innes, Kantor, and Whalley) and our labor strengths (Neumann, Whalley, and Winder). Further, the successful recruit, again depending on his/her research, would bolster our expertise in management as this economist might be able to work with colleagues and students interested in government performance and decision-making. Finally, a public economist would be in a position to work with other social scientists interested in the political process, especially political scientists and sociologists interested in institutions and organizational behavior.

International Heritage. Policy and Management; World Heritage (Associate/full): World Heritage involves a multidisciplinary approach to the theory and practice of conservation, protection, management and communication of heritage. The complexity of this work requires a theoretical background in heritage (natural and cultural, tangible and intangible), interpretation, management and presentation, but also practical skills in the implementation of sustainable policies. In short WH studies reflect not just the sites involved, but also the tension between the programs of official organizations (such as UNESCO, ICOM, ICOMOS, etc.), their formal processes, and their final adaptation/implementation in different cultural contexts across the globe and diverse communities. This approach embraces ethical, social, anthropological, political, historical, environmental, economic and cultural issues. To build a program that integrates the theoretical/philosophical and the practical (reflected in the work of Professor Forte) we need to hire a scholar engaged with issues of heritage politics, policy or management with a strong international focus. This may include research on international policies and management, including legal and ethical issues, or study and analysis of preservation and conservation policy and an attitude to evaluate world heritage not just as a landscape, a monument or a site, but as a network of processes.

Quantitative methods; Sociology (Assistant) We intend to hire a sociologist with a strong background in quantitative techniques to add breadth and depth to our methodological skills and course offerings. This hire is likely to be relatively inexpensive, and require little or no lab space. While current sociological faculty have good quantitative skills, we would like to expand our skill set while also acquiring a faculty member who can teach graduate and undergraduate level statistics courses. Possible research strengths: advanced quantitative analytical techniques, possibly including time series analysis, multi-level modeling, or

network analysis. We anticipate that the hire's substantive area of research will fit well with one of our existing areas of strength in political sociology, inequality, or organizations and institutions. Possible teaching contributions: Soc 10 (undergraduate statistics); and may develop courses on graduate statistics, graduate regression analysis, advanced graduate research methods, and advanced undergraduate research methods. Possible research synergies: all of the sociology faculty use quantitative research methods, so having a faculty member with additional quantitative skills could potentially fit well with any and all of us. They also would be a good colleague and resource for the other quantitative social science faculty in SSHA, as well as potentially in the sciences. We plan on hiring someone who possesses these quantitative skills but also who fits will with our substantive areas of strength, including political sociology, inequality, or organizations and institutions.

Literature and Cultures/English and Creative Writing (Assistant): Early Modern British Literature. Since the beginning of serious study of literatures in modern (as opposed to classical) languages at the end of the 18th century, Shakespeare's works have been the most important and most studied in the corpus of English literature. That importance has not diminished, though Shakespeare's oeuvre is now usually studied in a wide range of contexts, including that of the early modern period, which was a major transitional period in Western history as well as an important period in the consolidation of the English language as we know it. No program in English can be without a scholar of the period. Moreover, such a scholar would support both the graduate group and would provide synergies with Professor Amussen in History, thus increasing the attractiveness of the graduate program; it could also lead to collaboration with the performing arts.

Political behavior; Political Science (Assistant) To hire a political scientist who conducts research on mass or elite political behavior, with a substantive focus on either U.S. or comparative politics. There is currently only one dedicated political behavior scholar on the UC Merced faculty, and thus this hire is necessary to bolster this key component of the Political Science Program. There are also significant potential synergies with Cognitive Science and Psychology. Possible research strengths: public opinion; elections; campaigns; voting behavior; political psychology/cognition; race, ethnicity, and politics; experimental methods; statistical modeling.. Possible teaching contributions: POLI 120 (Voting Behavior, Campaigns, and Elections), POLI 125 (Public Opinion), POLI 135 (Comparative Political Behavior), and relevant graduate courses. Possible research synergies: Nicholson (Political Science - public opinion and political psychology), Heit (Decision Sciences - reasoning and decision making), various psychology and cognitive science faculty.

Colonial American History (Full): Colonial America and Atlantic World (17th-18th century): Colonial history has been energized in recent years through its attention to Atlantic dimensions of the field, to the role of Indigenous peoples in

the Americas, and the relationship of Spanish, French, and English colonial empires across the Americas. We propose a senior hire in Colonial and Atlantic world history. This position would provide an anchor for the first half of the US history survey course; connect to the scholarship of Amussen on Britain and the Atlantic world; a senior hire will provide visibility for our program. This position would also be key in recruiting graduate students and building the graduate program.

Biological Anthropologist, Anthropology (Assistant Professor): Seeking a junior biological anthropologist, who will bring a specialization in human biology and be poised to articulate with the initial cross-field teaching and research areas identified for the Anthropology major.. Given the many needs of UCM to which a position in biological anthropology might contribute, the search is broadly defined to encompass research interests and methodological expertise in demography, health, diet, adaptation, or biocultural approaches to either contemporary or past human populations. In addition to providing critical mass for sustaining the major (i.e., avoiding risk that required classes may not be offered in a timely manner), instruction of several courses that serve as electives in the Human Biology track of the Biology major, and important leadership for developing the biological anthropology curriculum and teaching laboratory, this faculty member will engage with graduate groups in the social sciences, humanities, and possibly biological sciences as well as other campus initiatives including the proposed medical school. Research and teaching in biological anthropology may address issues of human physiological, morphological, and genetic adaptability, including race.

Positions requested: AY 2011-12
(At the recommendation of the Executive Committee of SSHA, these positions are listed in alphabetical order by major discipline or program only, and are thus not ranked in order of preference).

Music studies; Arts, (GASP) (open rank): In order to fulfill a GASP minor, we request a music FTE in 2011-12. We seek a music scholar who specializes in a musical tradition of Asia who frames it within a transnational context. Priority will be given to scholars whose work focuses on issues of race, gender and/or sexuality. We seek an Asian specialist for two significant reasons. First, given the student population at UCM, where the largest group self-identify as Asian/Pacific Islander (outnumbering Hispanics and Whites) but whose interests in terms of curriculum have gone largely unheard, the need for classes that address those interests is clear.[1] Second, since current GASP faculty specialize in Asian American cultural production, a specialist in Asian cultural production would complement and strengthen the transnational scope of the program in a compatible way.

[1] According to the Campus Enrollment by Ethnicity table drawn from the Institutional Planning and Analysis (IPA) Enrollment Table, in Fall 2009, Asian/Pacific Islanders numbered 1,050, while the next two largest groups - Hispanics and Whites – numbered 1,028 and 699 respectively.

Cognitive Neuroscience, Cog Sci (Assistant) We intend to hire a cognitive neuroscientist to *fill a gap in our coverage*, most likely using electrophysiological methods (EEG) to study the neural bases of cognition, broadly speaking. EEG methods are inexpensive and feasible relative to brain imaging, and hiring a cognitive neuroscientist trained in a cognitive science or psychology department would be far cheaper (particularly regarding start-up package) than hiring a similar individual trained in biology or related departments. Last year, a neuroscience candidate was recruited as a target of opportunity (UC Presidential Postdoc) through SoNS. The candidate was transferred to SSHA to be hired as part of the CIS faculty, but our offer was declined because the start-up package was much smaller than the candidate expected. A candidate with a cognitive science background would of course need sufficient lab space, but would have start-up expectations more in line with SSHA budget constraints. Possible research strengths: Learning, memory, motor system, attention. Possible teaching contributions: Potentially easing the teaching burden in the campus's most impacted major, Biology, this FTE could teach *Neuroscience* (UG), *Cognitive Neuroscience* (UG), and *Proseminar in Cognitive Neuroscience* (Grad). Possible research synergies: For this position, there is great potential for fruitful collaboration with the computational cognitive neuroscience work of Noelle (SoE/SSHA), as well as with the neural network and dynamic systems modeling work of Kello, Yoshimi, and Spivey (all SSHA).

Health economics; Economics (Open): We intend to hire an economist who studies the market for health care and/or the public policies surrounding the allocation of health care services. Health care in the U.S. presently accounts for about 15 percent of gross domestic product and, as we well know, is a source of significant political attention. Research in health economics is very broad, so it is difficult to predict a priori what type of specialist we might be able to attract. Depending on the pool put before the search committee, we might recruit a specialist in Medicare and Medicaid financing and usage, the short-term and long-term economic implications of health care access and usage, the market for medical services, etc. The goal of the Economics program, in general, is to create a group of experts who help to inform better public policy-making and managerial decision-making. This scholar would contribute importantly to this overarching goal. Possible research strengths: We anticipate that the recruit will add to the present Economics faculty's strengths in applied econometrics and microeconomic theory. We anticipate that the hire's substantive area of research will complement our existing strengths in other aspects of applied microeconomics that do not directly focus on health care. Clearly, this area is an important one to add strength given the importance of health care to the economy and citizens' productivity. Possible teaching contributions: Introduction to Economics, Economic Statistics, Econometrics, Health Economics, and Applied Research Methods – all at the undergraduate or graduate levels. Possible research synergies: The economics faculty currently has strengths in political economy, labor economics, environmental economics, and economic

history. The economics faculty brings a common set of quantitative and analytical tools to bear on pressing questions related to public policy interventions and managerial decision-making. There are significant portions of the real economy that are not well covered by the current faculty, including health. A health economist, depending on his/her research specialty, would complement our political economy strengths (Innes, Kantor, and Whalley) and our labor strengths (Neumann, Whalley, and Winder). Further, the successful recruit, again depending on his/her research, would bolster our expertise in management as this economist might be able to work with colleagues and students interested in health care financing or delivery. A health economist would be ideally suited to complement the growing strength at UC Merced in public health. The successful recruit could participate in Center for the Study of Health Disparities and the undergraduate Public Health minor. Such an affiliation would bring an economics perspective to a broadly interdisciplinary effort to understand the causes and consequences of health disparities

Mexican/Latin American History (18th-20th century); (Assistant): This position fills two gaps in the geographical and temporal range of the world history group. We currently have three faculty with expertise on the vast Eurasian land mass, but none who study the Americas outside of the United States. Given both our geographical location and our student population, research on Mexican/Latin American history is extremely important, and has been the subject of substantial student demand. This position is also synergistic with our planned Comparative Race and Ethnicity hire. Furthermore, all current world history faculty work before the eighteenth century, so it is also important to engage more modern periods. This will enhance our ability to teach the required world history survey sequence. Mexican/Latin American history also provides an important scholarly link to other humanities and social science faculty in SSHA, and supports the Hispanic Studies cluster as well as the World Cultures graduate group as a whole.

Romantic/Victorian British Literature (Full/Associate): In this period, a number of artists and critics successfully defined imaginative literature as a primary medium of cultural discourse, moved literature out of elite circles into a much broader milieu, and validated the prophetic strain in literature as the most important. Not only are the literary forms and functions of this period enduringly popular, the very shape of literary study, as we know it, was created in this period. No program in English can be without a scholar of this period, either. Even the smallest of our comparison schools (Brandeis) has three faculty whose scholarship is mostly or substantially in this area; the most innovative (Dartmouth) also has three.

Comparative politics, Political Science (Assistant): To hire a political scientist whose research examines cross-national or cross-governmental variation in political institutions, behavior, or policy outcomes. Currently, there is only one member of the UC Merced Political Science faculty who has a dedicated focus in

the field of comparative politics (Haifeng Huang). This hire is necessary to bolster this important component of the program. Possible research strengths: Comparative political institutions (e.g., electoral systems, legislatures), comparative political behavior (e.g., comparative voting behavior, protest behavior), comparative public policy. Possible teaching contributions: POLI 3 (Intro. to Comparative Politics), POLI 130 (Comparative Political Institutions), POLI 135 (Comparative Political Behavior), POLI 140 (Democratization), and comparative graduate courses. Possible research synergies: Conrad (Political Science – interaction between domestic and international political institutions), Huang (Political Science – comparative political institutions), Trounstine (Political Science – comparative local political behavior and institutions), Almeida (Sociology – comparative social movements).

Developmental Psychologist: Psychology (Associate/Full): We intend to hire a senior (tenured) developmental psychologist with a focus in child and/or adolescent development. Within this broad focus, we will seek to recruit the best available candidate, but will give preference to researchers who complement and extend the areas of research expertise represented by the faculty at the time of this search (which cannot be exactly predicted because we anticipate having two new developmental faculty present at the point of this search, one at the assistant and one at the associate/full level). High-priority additions would be someone with expertise in infancy or developmental neuroscience. This hire will require both laboratory space equivalent to the largest labs in the new Social Sciences and Management Building (e.g., 900 sf), and startup funds of about $150,000. Regarding space, the anticipated developmental psychology hires would work with infants and children in laboratory settings. They need space for (a) interacting with the infant/child in a controlled environment, (b) observing those interactions through one way mirrors from a separate room, and (c) parents to wait for their infant/child in close proximity to the experimental room. Possible research strengths**:** cognitive development in infancy; developmental neuroscience; cognitive and/or social development in childhood; cognitive or social development in adolescence. Possible teaching contributions: New undergraduate and graduate courses in area of specialization (e.g. infancy; neuroscience; adolescent development); PSY 130, Developmental Psychology; PSY 136, Cognitive Development. Possible research synergies**:** Strong synergies are expected with both current developmental faculty (Chouinard and Dunham) and additional faculty hired before this search commences. In particular, an emphasis in social and cognitive development will overlap with both, and a focus in infancy or developmental neuroscience will open new avenues for existing faculty and graduate students to extend their research interests to younger children or to neuroscientific methods, respectively.

Health Psychologist; Psychology (Associate/Full) *Health psychology* deals with interactions between 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.

Our priorities are to provide teaching and research expertise in salient areas of health psychology such as (a) experimental study of behavior-health links, (b) intervention and prevention program development and evaluation, (c) cultural disparities in health, (d) biological mechanisms linking behaviors to physical health (e.g., employing measures of nervous, cardiovascular, endocrine, and immunological systems), (e) meta-analysis of effects in health psychology, (f) interactions between behavior and health over development in childhood (ages 0-20), and (g) etiology and prevention of behaviors associated with increased health risks (e.g., tobacco use, sexual risk behaviors, unhealthy diet). Interest in health issues prevalent in the Central Valley is of high priority within the aforementioned research areas.

A search at the senior level, based on our experience, usually generates a relatively small pool of outstanding candidates. This makes it unwise to highly focus the search on only one or a couple of these areas. Rather the best candidates overall matching our opportunities and needs need to be identified in this search. If otherwise equal candidates are available, the preference is to add strength in areas not yet covered by current faculty; yet this should be balanced with the benefits from adding faculty in already covered areas to build high recognition in a few focal areas. Opportunities for synergies with the COE Health Disparities and the Health Sciences Research Institute will of course be valued

The hire at the senior level is likely to be moderately expensive in terms of salary and start-up funds. Most all health psychologists need lab space, varying from damp lab space for use in collecting biological specimens from humans to desk space for data management and analysis by a cadre of assistants. Space needs would start at the size of a large lab (e.g., 650 sf) in the new Social Sciences and Management Building, and would expand proportional to any grant funding obtained; startup costs might be in the $150,000 range. <u>Possible research strength</u>: It is impossible to predict the research strengths this hire will bring, because, as explained above, searches at the senior level will necessarily be open across the broad range of aforementioned listed topics. Examples of strengths possibly represented with this hire can range from controlled experimental research with biological measurements to longitudinal survey research on national representative samples to randomized controlled trials of intervention strategies with patient populations to meta-analysis of existing research findings. Analytic strategies may also be as varied, including for example analysis of complex sampling design, longitudinal growth curve modeling, hierarchical linear modeling, structural equation modeling, neural network analysis, and traditional general linear model analysis <u>Possible teaching contribution</u>: Because actual expertise cannot be predicted the possible teaching contributions may be varied and include, for example, some set of the following *undergraduate courses*: Psy 1 Introduction to Psychology, Psy 10 Analysis of

Psychological Data, Psy 15 Research Methods in Psychology, Psy 105 Research Methods in Psychology, Psy 120 Physiological Psychology, Psy 131 Social Psychology, Psy 132 Personality, Psy 133 Abnormal Psychology, Psy 140 Clinical Psychology, Psy 145 Human Sexuality, Psy 146 Alcohol, Drugs and Behavior, Psy 147 Health Psychology, Psy 150 Psychological Perspectives on Cultural, Racial and Ethnic Diversity, Psy 190 Topics in Psychology, and new course(s) in some focused area of health psychology. It is also possible this hire can contribute to the newly approved Minor in Interdisciplinary Public Health. At the *graduate level*, we plan to expand the basic curriculum in health psychology to provide a solid foundation for those graduate students with this focus. We are especially interested if this hire can cover additional foundational courses such as Psy XXX Biological Basis for Health Psychology and Psy XXX Health Psychology Methods and Measures, in addition to seminars in the an area of expertise. Possible research synergies**:** Possibilities include: Hoyt's research into biobehavioral mechanisms related to chronic disease, Song's research into decision making regarding health risk behaviors, Wallander's research into quality of life and development during childhood, and Shadish's meta-analysis research in health psychology, plus whatever an expected new hire at the senior level for the fall 2010 will add. Moreover, we expect synergies with the activities in the COE on Health Disparities and Health Sciences Research Instititute.

Race/ethnicity or Immigration; Sociology (Open): We intend to hire a sociologist who studies race and ethnicity and/or immigration. This hire is likely to be relatively inexpensive, and require little or no lab space. Social inequality is one of the three substantive foci of our growing program, and we would like to expand our breadth with a race and ethnicity scholar, possibly one who studies immigration. Possible research strengths: Minority experiences in the labor market or other social institutions such as education; ethnic and racial identity formation; urban inequality; race and ethnicity and the life course; immigrant experiences; impact of immigration on individual health and well-being; immigration and family dynamics; immigration and economic outcomes. Possible teaching contributions: Soc 30 (Social Inequality), Soc 130 (Stratification), Soc 180 (Race and Ethnicity); and may develop additional upper division race and ethnicity courses, a course on the sociology of immigration, and graduate courses on race and ethnicity and/or immigration. Possible research synergies: Would fit well with Weffer's focus on race and urban inequality; Beattie and Hamilton's work on education and inequality; possible connections with Van Dyke and Almeida's work on political mobilization. This hire would also contribute to inter-disciplinary programs for which race and ethnicity are relevant, and could potentially contribute to the Chicano Studies Minor.

Positions requested: AY 2011-13
(At the recommendation of the Executive Committee of SSHA, these positions are listed in alphabetical order by major discipline or program only, and are thus not ranked in order of preference).

Pre-20th C Arts GASP (Open) Art history (due to an unsuccessful search in 2007 and a suspended position in 2008, we request to be given 1 art history FTE in 2012-13. The priority will be to hire an art historian who pursues comparative and innovative research that deals with issues of globalization and postcolonialism in the pre-20th century period. Preference will be given to a scholar with a solid foundation in early modern European art traditions, and an additional specialization in gender studies.

Sustainable Architecture , Arts, MAP (Assistant): Architecture has the potential to broaden the interdisciplinary collaboration with the School of Engineering as well as support one of the stated research themes of the university. Additionally, only two of the ten UC campuses offer undergraduate or graduate degrees in architecture: UC Berkeley and UC Los Angeles. This makes the offering of an architecture concentration/minor within MAP attractive since it has a promise of drawing more students to UCM. Curriculum in sustainable architecture adequate to give UC Merced BA degree holder opportunity to seek admission to a graduate Architecture Program will be possible with the hire of one specialist. MAP visual arts curriculum already offers or is in process of developing lower division courses foundational for the upper division architecture curriculum. With the addition of two history of architecture survey courses that can be taught by a lecturer, the curriculum will be viable.

Industrial organization, Economics (Open: We intend to hire an economist who studies market structures and how firms interact with each other strategically in a competitive setting. Research in industrial organization (IO) is exceptionally broad, so it is difficult to predict a priori what type of specialist we might be able to attract. Depending on the pool put before the search committee, we might recruit a specialist in firm strategy and performance, pricing strategy, monopoly/oligopoly or other market imperfections, antitrust policy, and any of the numerous sector specialties. The goal of the Economics program, in general, is to create a group of experts who help to inform better public policy-making and managerial decision-making. This scholar would contribute importantly to this overarching goal. Possible research strengths: We anticipate that the recruit will add to the present Economics faculty's strengths in applied econometrics and microeconomic theory. We anticipate that the hire's substantive area of research will complement our existing strengths in other aspects of applied microeconomics that do not directly focus on IO. Clearly, this area is an important one to add strength given the importance of markets and competition in developed economies. Possible teaching contributions: Introduction to Economics, Economic Statistics, Econometrics, Industrial Organization, Strategy, and Applied Research Methods – all at the undergraduate or graduate levels.

Possible research synergies: The economics faculty currently has strengths in political economy, labor economics, environmental economics, and economic history. The economics faculty brings a common set of quantitative and analytical tools to bear on pressing questions related to public policy interventions and managerial decision-making. There are significant areas of the discipline that are not well covered by the current faculty, including IO. An IO economist could complement our political economy strengths (Innes, Kantor, and Whalley) if s/he studied anti-trust policy or our labor strengths (Neumann, Whalley, and Winder) if s/he focused on how firms behave in input markets or the organization of the firm. Both Innes and Neumann have done research on the retail sector, which would form the basis for a strength in IO if they were able to add an IO specialist to the economics group. A recruit in IO would decidedly contribute to the management research and teaching programs, as this scholar would focus on the strategic aspects of firms' decision-making and relationships to competitors. Finally, again depending on the expertise of the recruit and of the aforementioned hires in public and health, all three might complement one another's expertise given that all would be concerned with the performance of important sectors of the real economy.

Colonial and Post-Colonial Literature in English (Open). This is one of the most important emerging sub-fields in English literary studies, responding to the more rapid flow of ideas and people globally, exemplified by the outpouring of important literature from around what once was the British Empire. The focus could be wide or could concentrate on one of several areas, eg. Literature of Indian subcontinent, Australasia, Non-U.S. North America, Africa, all of which have rich traditions and active practitioners in English. Could also look at diasporas, connecting well to grad group.

Philosophy of Mind; Philosophy/Cog Sci (Assistant) We intend to hire a philosopher who will *fill a gap in our coverage* of the cognitive and information sciences, where we currently have only two faculty with relevant expertise. Recently, a great many philosophers of mind have begun synthesizing experimental findings from cognitive science and neuroscience, and applied results from robotics and artificial intelligence, to formulate and support their logical arguments for various theories of how the mind works. By hiring in the area of Philosophy of Mind, we simultaneously smooth out potholes in CIS's ability to teach enough courses in this important area and lay the groundwork for what will eventually become a full-fledged Philosophy program of its own at UC Merced in the future. This hire would be comparatively inexpensive, and would require little or no lab space. Possible research strengths: agency, moral psychology, mental causation, metaphysics of mind, bioethics, perception, personal identity, animal cognition, concepts, embodied cognition. Possible teaching contributions: Introduction to Philosophy (UG), Introduction to Logic (UG), Philosophy of Mind (UG), and perhaps develop new courses such moral psychology, bioethics, free will and agency, metaphysics of mind, or animal cognition (UG or Grad). Possible research synergies: Yoshimi's research on

consciousness and dynamical systems, Vanderschraaf's research on moral and political philosophy, Noelle's research on cognitive control, and Spivey's research on unconscious perception.

Political institutions; Political Science (Assistant): To hire a political scientist who focuses on either political behavior or political institutions within the context of U.S. politics. One of the primary strengths of the current Political Science group is in the area of American politics. This hire would build on that strength and help reinforce graduate training in this area. Possible research strengths: American mass public opinion; campaigns, voting, and elections; Congress; presidency; judiciary; state and local politics; interest groups; political parties; race, ethnicity, and politics. Possible teaching contributions: POLI 1 (Intro. to American Politics), POLI 2 (Controversies in American Politics), various upper division American politics classes (and future corresponding graduate classes). Possible research synergies: Hansford, Monroe, Nicholson, and Trounstine (Political Science – American politics); Van Dyke and Weffer (Sociology – American political protest and social movements); Economics faculty.

Health Psychologist; Psychology (Associate/Full) Health psychology deals with interactions between 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. The same strategy as depicted for searching to fill the previous position in health psychology in 2011-12 will be employed for this search. It will be important to consider what expertise was added to the health psychology faculty from senior hires in 2010 and 2011-12, which are unknown at present. Nonetheless, our priorities are to provide teaching and research expertise in salient areas of health psychology such as (a) experimental study of behavior-health links, (b) intervention and prevention program development and evaluation, (c) cultural disparities in health, (d) biological mechanisms linking behaviors to physical health (e.g., employing measures of nervous, cardiovascular, endocrine, and immunological systems), (e) meta-analysis of effects in health psychology, (f) interactions between behavior and health over development in childhood (ages 0-20), and (g) etiology and prevention of behaviors associated with increased health risks (e.g., tobacco use, sexual risk behaviors, unhealthy diet). Interest in health issues prevalent in the Central Valley is of high priority within the aforementioned research areas.

A search at the senior level, based on our experience, usually generates a relatively small pool of outstanding candidates. This makes it unwise to highly focus the search on only one or a couple of these areas. Rather the best candidates overall matching our opportunities and needs need to be identified in this search. If otherwise equal candidates are available, the preference is to add strength in areas not yet covered by current faculty,; yet this should be balanced with the benefits from adding faculty in already covered areas to build high

recognition in a few focal areas. Opportunities for synergies with the COE Health Disparities and the Health Sciences Research Institute will of course be valued

The hire at the senior level is likely to be moderately expensive in terms of salary and start-up funds. Most all health psychologists need lab space, varying from damp lab space for use in collecting biological specimens from humans to desk space for data management and analysis by a cadre of assistants. Space needs would start at the size of a large lab (e.g., 650 sf) in the new Social Sciences and Management Building, and would expand proportional to any grant funding obtained; startup costs might be in the $150,000 range. Possible research strength: It is impossible to predict the research strengths this hire will bring, because, as explained above, searches at the senior level will necessarily be open across the broad range of aforementioned listed topics. Examples of strengths possibly represented with this hire can range from controlled experimental research with biological measurements to longitudinal survey research on national representative samples to randomized controlled trials of intervention strategies with patient populations to meta-analysis of existing research findings. Analytic strategies may also be as varied, including for example analysis of complex sampling design, longitudinal growth curve modeling, hierarchical linear modeling, structural equation modeling, neural network analysis, and traditional general linear model analysis Possible teaching contribution: Because actual expertise cannot be predicted the possible teaching contributions may be varied and include, for example, some set of the following *undergraduate courses*: Psy 1 Introduction to Psychology, Psy 10 Analysis of Psychological Data, Psy 15 Research Methods in Psychology, Psy 105 Research Methods in Psychology, Psy 120 Physiological Psychology, Psy 131 Social Psychology, Psy 132 Personality, Psy 133 Abnormal Psychology, Psy 140 Clinical Psychology, Psy 145 Human Sexuality, Psy 146 Alcohol, Drugs and Behavior, Psy 147 Health Psychology, Psy 150 Psychological Perspectives on Cultural, Racial and Ethnic Diversity, Psy 190 Topics in Psychology, and new course(s) in some focused area of health psychology. It is also possible this hire can contribute to the newly approved Minor in Interdisciplinary Public Health. At the *graduate level*, we plan to expand the basic curriculum in health psychology to provide a solid foundation for those graduate students with this focus. We are especially interested if this hire can cover additional foundational courses such as Psy XXX Biological Basis for Health Psychology and Psy XXX Health Psychology Methods and Measures, in addition to seminars in the an area of expertise. Possible research synergies**:** Possibilities include: Hoyt's research into biobehavioral mechanisms related to chronic disease, Song's research into decision making regarding health risk behaviors, Wallander's research into quality of life and development during childhood, and Shadish's meta-analysis research in health psychology, plus whatever an expected new hire at the senior level for the fall 2010 will add. Moreover, we expect synergies with the activities in the COE on Health Disparities and Health Sciences Research Instititute.

Quantitative Psychologist; Psychology (Assistant) We intend to hire a quantitative psychologist with a solid background in statistical modeling, but who does not overlap unduly with the previous hire. This hire will require both laboratory space equivalent to one of the smaller labs in the new Social Sciences and Management Building, and startup funds of about $80,000 (in 2010 dollars). This position will *expand our existing strengths* in Quantitative Psychology, and strengthen our ability to contribute to research in both Developmental and Quantitative Psychology. This hire will also teach one of our two required graduate statistics courses. Possible research strengths: longitudinal data analysis, multilevel modeling, categorical data analysis, structural equation modeling, item response theory, meta-analytic model Possible teaching contributions: PSY 10, *Analysis of Psychological Data*; PSY 15, *Research Methods in Psychology*; PSY 105, *Advanced Research Methods in Psychology*; PSY 171, *Psychological Tests and Measurement*; PSY 190, *Topics in Psychology*; PSY 202A *Advanced Psychological Statistics I*; PSY 202B, *Advanced Psychological Statistics II*; PSY 202C, *Multivariate Methods*; PSY 205, *Measurement Theory and Psychometrics*; PSY 206, *Quantitative Methods for Reviewing Research*; PSY 207, *Linear Structural Modeling*; PSY 211, *Computer Programming for Social Sciences*; and PSY 212, *Special Problems in Psychological Statistics.* This hire may also develop new undergraduate and graduate courses, for example, *Multilevel Modeling* or *Longitudinal Data Analysis* Possible research synergies: Direct synergies are with Shadish's research on meta-analysis and Vevea's research on meta-analysis and item response theory. However, this hire will benefit most of our faculty in Developmental and Health psychology where nested design requiring multilevel models, and longitudinal designs following children or patients over time, are common.

Health Sociology; Sociology (Open): We intend to hire a sociologist who studies the sociology of health and medicine. This hire is likely to be relatively inexpensive, and require little or no lab space. They would expand our breadth by focusing either on health institutions, or inequality and health. Possible research strengths: social aspects of individual health and well being; inequality in health outcomes; inequality in medical institutions; the social organization of health care. Possible teaching contributions: Soc 30 (Social Inequality), may develop an upper division health sociology course, graduate courses on sociology of health, and could potentially teach courses on inequality or organizations, depending on their interests. Possible research synergies: Would fit well with the University's Center for the Study of Health Disparities and the undergraduate Public Health minor; Beattie, Weffer and Hamilton's focus on social inequality; and, Song, Wallender and Hoyt's research on health psychology, as well as health research in the natural sciences.

Management positions recommended but not ranked or prioritized

Finance (2010-11);* Associate or Full*: To hire a researcher who studies the ways in which individuals, business entities and other organizations allocate financial resources over time, with particular attention given to decision-making under conditions of uncertainty. Finance courses are core to any Management program, but Merced currently has no ladder rank faculty in this area, limiting our course offerings. Potential hires could have a PhD in Finance or Management, Economics, Mathematics, Decision Sciences, or other fields. There are also significant potential synergies with Economics, Applied Mathematics, Cognitive Science, and Engineering, depending on the expertise of the specific scholar recruited.

Possible research strengths:)1)-the generation and analysis of financial information; 2) methods to raise and allocate investment funds, including asset pricing, capital budgeting, investment strategy, and international asset management; 3) the structure and regulation of financial institutions; and 4) behavioral finance. Possible teaching contributions: MGMT 25 (Introduction to Finance), MGMT 121 (The Economics of Money, Banking, and Financial Institutions), MGMT 165 (Intermediate Finance), and new courses developed by the successful recruit. Possible research synergies: Economics faculty, Yihsu Chen (Engineering/SSHA; energy/asset modeling); Harish Bhat (Applied Mathematics); Evan Heit (decision sciences); Cognitive Science faculty

Marketing (2010-11);* Associate or Full*: To hire a researcher who studies the process whereby demands for products, services and ideas are anticipated, managed and satisfied. Marketing courses are core to any Management program, but Merced currently has no ladder rank faculty in this area, limiting our course offerings. Potentially hires could have a PhD in Management, Economics, Psychology, Decision Sciences, Cognitive Science. There are significant potential synergies with faculty in a number of areas, such as Economics, Sociology, Political Science, Psychology, and Cognitive Science. A specific area of potential specialization for UC Merced is a specialization in the retail sector, so attracting a marketing scholar to the campus could bolster this burgeoning strength. Possible research strengths: Understanding, explaining and predicting consumer behavior and the effectiveness of various marketing strategies, and developing theoretical frameworks with which consumer choice can be better understood and more efficient and effective strategies can be designed. Potential applications include media communications in such areas as health, environment, or politics, which would complement other faculty's interests. Possible teaching contributions: MGMT 120 (Marketing), other marketing courses not currently offered, such as Consumer Choice, Media and Advertising, Market Segmentation, Behavioral Economics; cross-listed courses with Political Science, Sociology, Psychology, etc. Possible research synergies: Economics faculty (especially Todd Neumann, who studies history of retail, and Rob Innes who studies market structures); Sociology faculty (social movements

and effects of mass media); Psychology faculty (any faculty with interests in social psychology or public health communications); Anthropology faculty (sociocultural); Cognitive Science faculty (judgment and decision making). HSRI.

Management Strategy (2010-11) **Any:** To hire a researcher who studies how firms strategize with respect to the various uncertainties and constraints that they face. Possible areas include the interactions of economic incentives, firm strategy, public policy and political economy, institutional design, and technology management, with applications to antitrust, telecommunications, energy and the environment, airlines, health, banking, human resources, game theory, international trade, and strategy, both private and public. Such a faculty could add applied "content" courses to the Management program. Merced currently has no ladder rank faculty, limiting our course offerings. Potential hires could have a PhD in Management, Economics, Decision Sciences, Political Science, Sociology, Public Health, Engineering, or other fields. There are also significant potential synergies with Economics, Political Science, Sociology, Engineering, and Psychology.

Possible research strengths (examples, not exclusive list): 1) International Economics: The effects of international trade and trade restrictions on prices and welfare; the determination of exchange rates and relative prices across countries; the economics of pollution havens, eco-dumping, international labor and environmental agreements, and international economic development; 2) Industrial Organization: Strategy, pricing, and performance in imperfectly competitive markets, including the nature and effects of contracts, vertical and horizontal organization of production and retailing, and antitrust; 3) Risk and Insurance: The intersection of Finance and Economics, including decision making under uncertainty, market failures in insurance, pricing risk, public decision making under risk, diversifiable vs. undiversifiable risk, and ethical issues in cross-generational choices under risk.; 4) Health Economics and Management: Economics of health care management and delivery from consumer decision making to doctor incentives, hospital management, innovation and marketing of pharmaceuticals and vaccines, and alternative health delivery systems. Possible teaching contributions: MGMT 116 (Organizational Strategy), MGMT 141 (Industrial Relations and Human Resource Economics), Organizational Behavior, applied courses in public policy, energy management, health management, insurance, international trade, plus many other potential courses not currently offered in applied areas of Management, depending on expertise. Possible research synergies: Economics faculty, Yihsu Chen (Engineering/SSHA; energy/asset modeling), Tony Westerling (Engineering/SSHA; resource management), Psychology faculty (with public health interests), Public Health faculty, Peter Vanderschraaf (Philosophy; game theory), Political Science and Sociology faculty, SNRI and HSRI more generally.

Projected space requirements of SSHA

In July 2011 SSM is scheduled to open. This will be of enormous importance to SSHA and the campus in general. As a part of the plan (and which was a serious reason for the delay in finishing the plan) I undertook a careful analysis of existing and projected SSHA space requirements under the most optimistic of our FTE requests.

At the start of AY 2010-11 (or 7/1/10), SSHA ladder faculty will require 50 offices assuming all hires (including a projected Public Health position) are successful. Three of our cross-hires (Chen, Noelle, and Westerling) have offices in Engineering. One office is currently occupied by Greg Herken, who will be retiring on 6/30/10; this space will be open at the start of the new academic year.

Office needs are thus:

7/1/2011	50
7/1/2012	61 (11 new)
7/1/2013	69 (9 new)
7/1/2014	78 (9 new)

SSM currently has 72 spaces designated as faculty offices. Taken together, SSHA has allocated to it a total of 123 offices (this includes the 72 SSM offices and the existing 51 COB offices; this includes Herken's to-be-vacated office). If SSHA is allotted the number of faculty requested in this proposal (27), by the start of AY 2013-14 we will have a total of 78 faculty. In principle, this creates a surplus of 45 offices that can be devoted to continued growth, assignment to adjuncts, or other academic purposes. This number may be smaller if FTE are released to the Management major from the Provost's pool.

At the start of AY 2010-11 (7/1/10), assuming a full slate of successful hires, we will require 19 lab spaces. Thus, assuming that the FTE proposal is fully funded, lab needs are:

7/1/2010	19
7/1/2011	26 (seven new)
7/1/2012	29 (3 new)
7/1/2014	31 (2 new)

There are a total of 16 "spaces" designated as labs in COB, AOB or Castle. Note that the definition of lab is broad: some are sets of offices, others are true lab spaces, and still others are conference rooms that have been re-tasked to research purposes. SSM has a total of 41 spaces designated as research labs or studios devoted to the arts (in MAP). This is a fairly conservative estimate of the number of lab spaces in SSM. In principle, this leaves a surplus of 10 lab spaces for continued growth. In general, planned lab space meets or exceeds the amount of square footage currently devoted to lab use in COB/AOB.

In summary, space is not a significant concern for the development of the SSHA FTE plan.

Strategic plans as submitted by the four programs of SSHA

The following plans are offered as part of the overall SSHA strategic plan. It is here that each program makes its best case for the allocation of FTE, and these plans are the basis upon which I as dean created the draft FTE allocation plan. I have not modified these documents in any way aside from placing them all into the same font. They are listed in alphabetical order. Plans submitted by the graduate groups follow them.

Cognitive and Information Sciences Strategic Plan

0. Executive Summary
Within three years, Cognitive and Information Sciences at UC Merced can become one of the top ten cognitive science programs in the world.

The Cognitive and Information Sciences (CIS) bylaw 55 unit proposal, and the CIS graduate group proposal, are currently in their respective review processes. This strategic plan document supplements those proposals with a description of our vision for the future growth of Cognitive and Information Sciences at UC Merced. The CIS faculty unit brings together faculty in the School of Social Sciences Humanities and Arts who utilize computational models and/or technological innovations in their research. CIS faculty members are dedicated to synergizing research and teaching in interdisciplinary endeavors that form a natural class around the emergence of organized system behavior at all scales, including for example biological intelligence, artificial intelligence, perception-action systems, game theory, systems science, communications, and both human-computer and human-environment interaction. These research areas, and their ties to computational modeling and technological innovation, complement UC Merced's closely-related strengths in robotics, computer graphics, machine learning, and visual/spatial analysis (in the School of Engineering, SoE), computational biology (in the School of Natural Sciences, SoNS), and environmental sciences (spread across all three schools at UC Merced).

At the academic core of the CIS faculty unit is the field of Cognitive Science, made unique in our case with an emphasis on computation and simulation techniques. At UC Merced, Cognitive Science combines theories and methods from computer science, complex systems, neurobiology, linguistics, philosophy, service science, psychology, and neurobiology. Our overarching research program aims to understand how cognition and other self-organized behavior emerge within and between biological organisms and natural and

artificial systems. The cognitive scientists produced by our graduate and undergraduate curricula go on to conduct research in universities, and pursue careers in areas as diverse as cognitive engineering (which includes areas such as human factors engineering, computer supported collaborative work, and user interface design), information sciences, management, law, service science, graphic design, communications, and medicine.

Cognitive and Information Sciences has become a signature academic program at UC Merced. Our cognitive science major is popular among undergraduates (fourth largest major in SSHA). Our faculty and graduate students are receiving prestigious awards and publishing high-profile articles. We are actively pursuing and obtaining substantial extramural funding. We have captured the attention of cognitive scientists worldwide. This success is the result of careful planning, outstanding hires, forward-looking vision, and expansive interdisciplinary research. It is also the result of resourcefulness. We make the most of our limited FTE, space, and graduate support resources.

To continue our success, the CIS faculty unit must grow and 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 while contributing value in return to each of the other disciplines. CIS will, therefore, contribute in a balanced way to different strategic areas at UC Merced, for example, through links to Engineering, Biological Sciences, and Management. CIS 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.

1. The Challenges

The Cognitive and Information Sciences faculty unit has gotten off to a strong start, yet challenges lie ahead. We need to:

- obtain faculty positions to fill gaps and expand areas of strength
- obtain faculty positions devoted to teaching in the Cognitive Science major
- hire faculty who will actively seek and obtain extramural funding
- acquire adequate research space for faculty and graduate students
- fortify our stand-alone PhD program (proposal currently under review)
- 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

2. The Strategy

By raising the Cognitive and Information Sciences faculty unit as a beacon of excellence within UC Merced, a large and diverse array of related disciplines

will be similarly raised with it. Due to its integration of varied researchers across the campus in their joint endeavor to study the function of natural systems, brains, and artificial minds, programs such as computer science, psychology, economics, management, and the biological sciences will all benefit from an institutional commitment to CIS.

2.1 Cognitive and Information Sciences Faculty

The CIS faculty unit consists of 10 core faculty members, as well as 24 affiliate faculty members (listed elsewhere). The 10 core members come from a variety of disciplines that intersect computation and cognition:

Yihsu Chen (Assistant Professor of Environmental Economics and Engineering, and Geography, SSHA and SoE)
Chris Kello (Associate Professor of Cognitive Science, SSHA)
Paul Maglio (Associate Adjunct Professor of Cognitive Science, SSHA)

Teenie Matlock (Associate Professor of Cognitive Science, SSHA)
David Noelle (Assistant Professor of Cognitive Science and of Computer Science and Engineering, SSHA and SoE)
Michael Spivey (Professor of Cognitive Science, SSHA)
Peter Vanderschraaf (Associate Professor of Philosophy, SSHA)
Anthony Westerling (Assistant Professor of Environmental Policy and Engineering, and Geography, SSHA and SoE)
Art Woodward (Professor Emeritus of Psychology, SSHA)
Jeff Yoshimi (Assistant Professor of Philosophy, SSHA)

2.2 National Recognition of the CIS Faculty Unit

In the following section, we present metrics to begin documenting the overall national (and international) recognition among our 9 core active (non-emeritus) CIS faculty, comprising 1 full professor, 3 associate professors, 1 adjunct associate professor, and 4 assistant professors. To make these performance metrics quantifiable (and eventually generalizeable), some details are unavoidably lost. Note: The choice of some metrics may be revised in the future, perhaps as a shared template of performance metrics is adopted across multiple faculty units.

These metrics clearly demonstrate that the CIS faculty have research programs that exert great influence in their various fields. These metrics also indicate that CIS faculty are successful at bringing in extramural funding, and that they receive awards for recognition in research and teaching. The first metric we report for our CIS faculty unit is the h index.[2] For calculating h index among our CIS faculty, citation counts were obtained from scholar.google.com on 1/14/2010.

[2] In 2005, J. E. Hirsch introduced an elegant (though imperfect for some disciplines) quantitative metric of a scientist's impact on his/her field, the h index. (In the scientometric literature, there are critiques, extensions and modifications of this metric, but debate over alternate versions has not been settled.) The h index is calculated as the highest number N of published papers that have each been cited at least N times. For example, if a scientist has 14 papers that have each been cited 14 or more times, and his/her 15th most cited paper has not been cited 15 or more times, then that scientist's h index is 14.

<u>h index:</u>
• Overall mean h index for the 9 non-emeritus CIS faculty: 11.8
• Full, mean h index: 26
• Associate, mean h index: 14
• Assistant, mean h index: 6

Number of articles (co-)authored by non-emeritus CIS Faculty w/ >100 citations: 22

Number of CIS Faculty who have served as a member on a research grant review panel: 5

Number of funded extramural research grants on which CIS Faculty are PI: 7

Number of funded extramural research grants on which CIS Faculty are co-PI: 9

Sum total costs of current extramural research grants to CIS Faculty: ~$3.28M

Number of Journal Editor or Associate Editor positions among CIS Faculty: 4

Number of Journal Editorial Board positions among CIS Faculty: 7

Number of official positions held by CIS Faculty in Scientific Societies: 6

Total number of invited presentations by CIS Faculty in 2009: 49

Number of academic awards/honors for CIS Faculty in 2009: 7

Number of academic awards/honors for grad students of CIS Faculty in 2009: 8

2.3 Vision for the Future

When college seniors the world over ask where they should do graduate work in cognitive science, their faculty advisors will rattle off the top PhD programs in Cognitive Science, and it will sound like this: UCSD, Johns Hopkins, Edinburgh, Indiana, MIT, Brown, Rochester, Washington University, Carnegie Mellon, and UC Merced. Our goal of being a top ten program is coming to fruition as a result of rapidly increasing visibility, award-winning faculty, robust research strengths, and success in extramural funding. Our quick rise to this status is aided by the fact that the number of Cognitive Science PhD programs is still considerably smaller than the number of PhD programs in more traditional fields (e.g., Computer Science, Psychology, etc.),

and by the fact that our PhD program is one of only two such doctoral programs on the west coast (along with UCSD).

Being a top ten program in Cognitive Science will yield many positive outcomes, especially for our students. Our undergraduates will be admitted to well-known Cognitive Science PhD programs, such as MIT or UCSD, or obtain profitable industry 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 are beginning to employ large numbers of service scientists (applied cognitive scientists with expertise in programming and management) in the coming decade. For instance, IBM is hiring thousands of 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 has been providing seed money and establishing partnerships with universities worldwide, such as UC Berkeley, UCSC, and throughout Europe and China. (See past issues of *Business Week* and *Computer World*.) (For other benefits, see section 3.)

UC Merced's Cognitive and Information Sciences group is becoming 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 already represented at most universities. Essentially, institutional investment in CIS is a "low-hanging fruit" with enormous pay-off that will spread beyond its core faculty members to its affiliate members and to connected disciplines, including Computer Science, Biology, Philosophy, Psychology, Economics, and Management. As CIS is an interdisciplinary hub that connects SSHA with the Schools of Engineering and Biological Sciences, it both benefits from and adds to the synergistic activities across fields, thus feeding back to the various supporting disciplines, improving their own visibility and prestige in return. Thus, institutional support that goes to CIS is naturally multiplied and amplified into support for several neighboring disciplines, maximizing the scientific reputation of UC Merced in multiple fields. As an example of UC Merced's growing scientific reputation, while Professor of Cognitive Science, Teenie Matlock, was President of the UC Merced chapter of Sigma Xi (The Scientific Research Society) in 2009, UC Merced was one of only six universities nationwide awarded a *Sigma Xi Certificate of Excellence* for exceptional chapter activity, innovative programming, and community leadership. In addition, Michael Spivey was awarded Sigma Xi's highly prestigious William Procter award for distinction in research (previous recipients include Stephen Jay Gould, Herbert Simon, and Margaret Mead). From efforts like this, there will soon come a day when any UC professors who suggests that UC Merced ought to be "a small undergraduate liberal arts college" won't simply be seen as rude or insensitive, but patently and obviously wrong.

2.3 Mission

Through its scientifically rigorous integration of a variety of theoretical frameworks and methodological approaches in the study of intelligent behavior,

the Cognitive and Information Sciences Faculty Unit is 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. This symbiotic relationship will quickly and inexpensively place Cognitive and Information Sciences among the top ten Cognitive Science programs in the world.

3. Goals and Strategies

Strengths. There are four emerging areas of research strength in the Cognitive and Information Sciences faculty unit at UC Merced. Each provides multiple routes for multidisciplinary interaction, and together they form the foundation on which expansion will be based. Our productivity in these research areas has already generated considerable national and international interest in our Cognitive and Information Sciences group. Over the next few years, we aim specifically to *build on these strengths* with three of our six requested hires (Cognitive Science & Technology, Computational Linguistics, and Visual Perception).

1. *Computation*, e.g., neural networks and dynamical systems (Kello, Noelle, Spivey, Yoshimi), simulation and forecast techniques (Chen, Vanderschraaf, Westerling), distributed cognition (Maglio), statistical methods (Woodward, Westerling)
   CIS Affiliates: machine learning (M. Carreira-Perpiñán, S. Newsam), Bayesian reasoning (E. Heit)

2. *Cognitive Technology*, e.g., artificial intelligence (Kello, Maglio, Noelle), service science (Maglio), human-computer interaction (Matlock, Maglio)
   CIS Affiliates: robotics (S. Carpin, M. Kallman)

3. *Perception and Action*, e.g., spatial cognition (Matlock), visuomotor processing (Spivey), dynamical analysis of cognitive performance (Kello), cognitive neuroscience (Noelle), phenomenology (Yoshimi)
   CIS Affliates: computer vision (S. Newsam, M-H.Yang)

4. *Language*, e.g., linguistics (Matlock), speech production (Kello), sentence comprehension (Spivey), philosophy of mind (Yoshimi)
   CIS Affiliates: child language use (Y. Dunham)

Weaknesses. The weaknesses that our faculty unit experiences result from slowed growth and financial support during the present budget crisis. Our primary weakness is that there are gaps in our coverage of important fields under the umbrella of CIS. A related weakness is that, due to enormously heavy service loads and highly active participation and leadership in School, UCM, and Senate committees, CIS faculty have precious little time to service the undergraduate and graduate programs. Despite these drains on faculty

time, and due to heroic efforts on the part of CIS faculty, our current coverage of CIS fields is sufficient for our faculty unit and our graduate group to display the necessary cohesion to garner praise from colleagues all over the globe. While we have also been successful at recruiting highly competitive graduate students, the need still looms large for making hires that can fill the gaps in our coverage. In previous strategic plans for the Cognitive Science group, great emphasis was placed on hiring in Cognitive Neuroscience, Philosophy of Mind, and Spatial Analysis. Accordingly, over the next few years, we aim specifically to *fill in our gaps* with the other three of our six requested hires in these areas. These three areas are critical to our research and teaching, yet CIS currently has only 1 or 2 faculty experts in each.

Opportunities. Many unique opportunities result from sustaining a 21st Century Cognitive and Information Sciences Program at UC Merced. Unique interdisciplinary research collaborations, which would be difficult or impossible at many other universities are naturally emerging among our core and affiliate faculty, who come from diverse backgrounds. Similarly, our program produces rare interdisciplinary educational opportunities for undergraduates, such as project-based training that combines computer programming, statistical methods, data visualization techniques, 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., interactive media and virtual reality; music perception; visual processing of art; discourse analysis of literary works; comparative linguistics). They also provide students from Natural Sciences (NS) and the School of Engineering (SoE), such as 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 and Information Sciences can prepare PhD's for academic posts not only in cognitive science departments but also in computer science departments, information science departments, psychology departments, philosophy departments, linguistics departments, and, as well as for industry positions in areas related to cognitive engineering, data mining, and machine learning. Cognitive Science training on our campus can also benefit students from underrepresented groups. Many of our Cognitive Science undergraduate majors 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. The key threat that we see lurking in the future is one that would severely affect many faculty groups on campus, not just CIS. The threat of UC Merced being demoted to the status of an undergraduate liberal arts college, if its research reputation were to dwindle and/or it had not graduated enough

PhDs by 2013, would be simply devastating. The campus would experience a mass exodus of its most world-renowned faculty. The primary (and most affordable) solution to this threat is a substantial increase in graduate student support campus-wide. Without high-quality graduate students in our faculty laboratories, the scientific research that maintains our national and international reputation will inevitably fade. Our best graduate applicants understandably express concern when they learn that UC Merced offers little in the way of university fellowships, imposes exorbitant non-resident graduate tuition fees, and provides no office space for graduate students (often forcing them work at a desk in a public space, rather than risk interfering with laboratory data collection by sharing a desk in the lab during a human cognition experiment.) In order to avoid being relegated to an undergraduate liberal arts college in the future (and thereby losing all of its highest-quality faculty), it is critical that UC Merced invest heavily in its graduate student community.

3.1 Research Opportunities and Funding

Although most academic programs generally seek research funding from one or two basic sources, research projects in the Cognitive and Information Sciences faculty unit routinely draw from a wide variety of external research funding sources, including grants from:

- government institutions
  NSF, NIH, NOAA, NASA, DARPA, USDA, California Energy Comission
- private institutions
  McDonnell, Sloan, Glushko-Samuelson Foundation
- University of California partnerships
  UCOP Digital Media Discovery Grants, CITRIS
- local industry groups and high-tech companies
  HP, IBM Research, Google

Our Cognitive and Information Sciences graduate group (proposal under review) is a natural candidate for a training grant (such as an NIH T32, an NSF IGERT, or an NSF GK12) that would include fellowships for graduate students and postdocs, conference travel funds, and funds for a colloquium budget. We are in an excellent position to pursue such funding because our faculty have an impressive track record of external support.

In 2008, the Glushko-Samuelson Foundation provided a generous gift of 50,000 dollars to cognitive science faculty to boost the visibility and support activities centered around cognitive science at UC Merced. The gift, which was intended to last for three years, has supported the following activities for the past two years:

1) Distinguished Cognitive Scientist award and visit. This high-profile event attracts faculty, students, as well as members of the Merced community,

to a lecture and reception to showcase important advances in cognitive science that have an impact on everyday life. The 2008 recipient of the Distinguished Cognitive Scientist award was Professor George Lakoff of UC Berkeley Linguistics Department. The 2009 recipient was Linda B. Smith of University of Indiana Cognitive Science Program. The 2010 recipient is Michael Mozer of University of Colorado, Boulder Cognitive Science Institute and Computer Science Department. With each visit, faculty and graduate students have the opportunity to meet and discuss their research with a well-established leading cognitive scientist.

2) *Mind, Technology, and Society* (MTS). This weekly talk series brings in experts from cognitive science and related areas, including neuroscience, linguistics, philosophy, computer science, and information sciences, to present their work to a combined graduate seminar (COGS 250) and faculty audience. These well-attended lectures also bring in undergraduates and researchers from the School of Natural Sciences and the School of Engineering. MTS keeps UCM cognitive scientists and colleagues apprised of recent developments in the cognitive science and related fields and provides graduate students the opportunity to network.

3) Conference travel funds for students. These funds enable UC Merced graduate students to attend and present their research at the annual Cognitive Science Society meeting. This enables our students to acquire peer-review of their work in a richly interactive conference atmosphere. It also provides the opportunity to network with leading figures in the field, and to interact with other cognitive science students.

4) Best Cognitive Science Project. Funds are also available (but have not yet been used) to award an undergraduate and a graduate student an award for an outstanding research project in UCM Research Week. Such awards ensure that the campus maintains a strong emphasis on research at all levels of education, and to increase visibility of the campus in the community.

This honor bestowed upon the cognitive science group by the Glushko-Samuelson Foundation demonstrates confidence in our efforts to rapidly build a world-class program in cognitive science. The donor provided comparable gifts only to cognitive science programs at UC Merced, UCSD, Johns Hopkins, and UC Berkeley. We look forward to future interactions with this foundation and other private philanthropic organizations.

3.2 Teaching Opportunities and Enrollment

UC Merced Cognitive Science has gained the attention of cognitive scientists worldwide since its inception in 2004-5. When the campus opened a

year later, cognitive science courses instantly attracted students who were intrigued by interdisciplinary training in human behavior, biology, and technology. In early 2005, a make-shift cognitive science emphasis track under SCS was created. In 2007, the bonafide Cognitive Science majors, BA and BS, were created to meet student demand. A minor in Cognitive Science was also crafted and approved.

Though the number of cognitive science majors may never be as large as the more traditional majors, such as psychology or political science, the number of cognitive science majors at UC Merced is already impressive. There are already 77 COGS majors and 22 COGS minors (January, 2010), making Cognitive Science the fourth largest major in SSHA and one of the top 10 majors on the campus). Moreover, as is the case at UCSD and UC Berkeley, which offer cognitive science undergraduate programs, our courses function as service courses for students in other areas, including biology, computer science, and psychology. Our courses contribute to a variety of programs. In fact, some COGS classes are cross-listed with other areas, in particular, COGS 123/CSE 173, COGS 125/CSE 175, COGS 153/MGMT 153, COGS 152/MGMT 150, and COGS 141/PSY 162.

Student interest in cognitive science is evident in robust course enrollments in COGS courses. Note that our courses are often capped because we do not have a sufficient number of TAs or because of limited room size (e.g., COGS 1, Fall 2009, COGS 5, Spring 2010). We routinely find ourselves forced by the administration to turn students away who want to add our courses. This actually produces a form of catch-22, whereby we have insufficient TAs to expand the undergraduate enrollment in a course, and then with those courses not expanded in size, there is no clear evidence for the need to increase the number of TAships next time (thus hindering growth of the graduate program as well).

Undergraduate Training. Over the next three years, we would like to continue to offer our more popular undergraduate COGS courses for majors and non-majors, for instance, COGS 1 (*Introduction to Cognitive Science*), COGS 5 (*Introduction to Linguistics*), COGS 105 (*Cognitive Science Research Methods*), COGS 152 (*Service Science),* COGS 159 *(Metaphor and Thought),* COGS 153 *(Judgment and Decision Making*), COGS 123 (*Computational Cognitive Neuroscience*). Several of these courses are requirements for the major or minor.

However, despite the growing interest in cognitive science, we are understaffed and cannot possibly meet student demand. Not being allowed to make a new hire for two years has kept us from offering several courses we need to offer. **Note that only three Cognitive Science related faculty teach exclusively Cognitive Science courses and manage the day-to-day business of its major** (Kello, Matlock, and Spivey). All other faculty who teach Cognitive Science courses have substantial teaching and program-development commitments in other disciplines as well. For example, Yoshimi also teaches in Philosophy and manages its minor, and Noelle also teaches in

Computer Science & Engineering and contributes to its strategic planning. These circumstances place restrictive limitations on COGS offerings. A larger teaching staff is critically needed so we can cover courses that we have been unable offer, for instance, COGS 128 (*Cognitive Engineering*), COGS 154 *(Cognitive Science Applications for Management)*, COGS 175 (*Spatial Cognition*), COGS 130 (*Cognitive Neuroscience*), in addition to courses that need to be developed, for instance, *Introduction to Computational Linguistics*, *Perception and Action*, and *Seminar in Visual Processing*. Note that these courses would serve other majors beside CIS, i.e. Computer Science, Management, and Biology.

To meet our students' diverse needs and ensure their success in graduate school and the job market, we will propose new emphasis areas for the Cognitive Science BA and BS in 2011. For the BS, 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 UC Merced students with an interest in language. As linguistics is a pillar of cognitive science, our faculty plan to develop additional courses in this area. We currently offer *Introduction to Language and Linguistics* (COGS 5) and *Metaphor and Thought* (COGS 159). Other emphases to be discussed include *Service Science.*

Graduate Training. Last year we generated a proposal for a new standalone PhD in Cognitive and Information Sciences. The proposal is now under review, and once CCGA and WASC approval is achieved, cognitive science faculty will no longer be members of the Cognitive Science emphasis track within the Social and Cognitive Sciences (SCS) graduate group (current status).

Faculty are currently teaching a minimal slate of CIS graduate courses, in particular, COGS 201-202 (*Cognitive Science Foundations I & II*), COGS 203 (*Introduction to Neural Networks in Cognitive Science*), COGS 223 (*Computational Cognitive Neuroscience*), COGS 250 (*Mind, Technology, and Society* colloquium series), and COGS 285 (*Topics in Philosophy of Cognitive Science*). There are currently 12 students in the Cognitive Science portion of the special emphasis graduate group in Social and Cognitive Sciences. It is expected that these students will choose to transition into the stand-alone CIS graduate program.

As CIS becomes a standalone graduate program and enrollment increases, CIS faculty will need to spend more time teaching CIS graduate courses and training CIS graduate students. The potential for continued growth in a CIS graduate program is evidenced by our success in actively recruiting students (e.g. through our website and by creating and distributing pamphlets and other materials at the annual Cognitive Science Society meeting and to undergraduates in departments of cognitive science, psychology, linguistics, philosophy, and computer science nationwide[3]). An example of a looming need is for CIS faculty to develop and teach a Computational Modeling Foundations graduate course (COGS 206). New faculty hires in CIS will fulfill this need and others related to serving the CIS graduate program.

3.3 Interdisciplinary Opportunities

Cognitive and Information Sciences at UC Merced has demonstrated a firm commitment to excellence in interdisciplinary research. Several of our faculty conduct research or collaborate with scientists in other disciplines, especially with faculty in the School of Engineering. For example, a psycholinguist is collaborating with a computer scientist to develop virtual agents that gesture and communicate "naturally." An engineer studying pattern recognition is connecting with a vision researcher who conducts eye-movement recordings. A cognitive linguist with expertise in conceptual semantics is collaborating with a psychologist studying visually-guided reaching movements. An expert in judgment and decision-making is collaborating with a political scientist on ballot propositions. And a computational neuroscientist exploring neural network modeling is interacting with a neurophilosopher experimenting with dynamical systems theory. And there is clear potential for novel inter-group collaborations in the future, including topics such as bioethics, political philosophy, and geographic information systems. With additional hires in the areas listed in the next section, there will be dozens of robust interdisciplinary research

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

collaborations, extramural funding opportunities, and educational initiatives that span SSHA, Engineering, and Biological Sciences.

We will continue to initiate and foster interdisciplinary opportunities in teaching, research, and extramural funding. Within SSHA, we highlight our support for growth in the number of Philosophy faculty. Just as there are many synergies between Philosophy faculty and Cognitive Science faculty in CIS, additional Philosophy faculty would provide many course opportunities for Cognitive Science majors and indeed all other majors around the university. We also would like to establish connections with other colleagues in the humanities. Hiring a computational linguist would allow us to make this bridge. Hiring in the area of cognitive engineering and spatial analysis would make for interesting and unique connections for research with Maurizio Forte in virtual heritage. In Natural Sciences, we support growth in neuroscience. Hiring a cognitive neuroscientist in the next three years will round out undergraduate Cognitive Science offerings and encourage interaction between Biology and Cognitive and Information Sciences. In the School of Engineering, we continue to offer support for hires that open up new lines of interdisciplinary research, including intelligent systems, information sciences, design, and data analysis. Achieving a critical mass of such cognitive and computational scientists would help UC Merced achieve one of the five core goals it outlined in its 2009 Strategic Vision, to "build internationally renowned, multidisciplinary expertise in cognitive science and intelligent systems that leverages UC Merced's expertise in the natural and applied sciences, engineering, humanities and arts." One of the objectives of that core goal is to "establish the Cognitive Science and Intelligent Systems Research Institute (CSISRI)."

3.4 Faculty Development for 2010-2013

Our strategy for hiring new faculty is justified by our undergraduate enrollment numbers (Cognitive Science is the 4th most popular major in SSHA), but those teaching needs are not the primary motivation for our planned hires. Our strategy for hiring new faculty is primarily motivated by an identification of our strengths and boosting them to secure our top ten status in cognitive science programs worldwide. Table 1 outlines our optimal strategy for growth of the CIS faculty unit in ways that will capitalize on these existing strengths, most importantly, and will also fill in gaps in our coverage of research and teaching areas. Over the next three years, we wish to increase our core faculty by six FTEs.

<u>Table 1. Strategic Faculty Searches for the Next Three Years:</u>
2010-2011: i) Cognitive Science & Technology, ii) Cognitive Neuroscience
2011-2012: iii) Computational Linguistics, iv) Philosophy of Mind
2012-2013: v) Visual Perception, vi) Spatial Analysis

These six positions are sought over the course of the next three years into 2013, with the first two searches to take place during the 2010-2011 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 Cognitive Science & Technology search, for example. During all of these searches, extra measures will be taken to solicit applications from women and minorities.

Cognitive Science and Technology (2010-2011)
Level: Assistant or Associate

Goal: We intend to hire an applied cognitive scientist to *expand our existing strength* in technological and computational aspects of CIS, facilitate industry cooperation, strengthen ties with Virtual Heritage/SSHA and CSE/SoE. Our last faculty recruitment effort (search began 2007-8) focused on a Cognitive Engineering hire. The search was nearly successful. A hiring case for a candidate with expertise in both human-computer interaction (HCI) and visual perception achieved majority faculty support when the position was "deferred" by administration in response to the economic crisis. Freezing this position has crippled our plans to steadily advance our curricula into cognitive science applications to technology, and adversely affected our undergraduates. Many students pursue the cognitive science major because they are interested in the development and use of technological applications, and more generally, applied cognitive science. For some, expertise in this area is key to employment opportunities. (Comparison point: UC Berkeley Cognitive Science majors often obtain jobs in industry, for instance, Google and Yahoo!) Our students continue to ask when COGS 128 (*Cognitive Engineering*) will finally be offered, and we hope to be able to meet their needs soon.

Possible research strengths: Human-computer interaction, cognitive robotics, visualization, motor control, attentive user interfaces, virtual environments.

Possible teaching contributions: *Cognitive Engineering* (UG), *Perception and Action* (UG), *Computational Modeling Foundations* (Grad), *Cognitive Robotics* (Grad).

Possible research synergies: Matlocks' human-computer interaction, Maglio's work on service science and virtual environments, Kallmann's (CIS Affiliate) work on artificial intelligence, Newsam's (CIS Affiliate) work on pattern recognition, Noelle's work on computational neuroscience, Carpin's (CIS

Affiliate) work on robotics and motion path planning, and Kello's work on computational neuroscience and virtual environments.

Estimated start-up: ~$125K

Expected lab space requirements: one 20'X20' room and one 10'X10' room

Cognitive Neuroscience (2010-2011)
Level: Assistant

Goal: We intend to hire a cognitive neuroscientist to *fill a gap in our coverage*, most likely using electrophysiological methods (EEG) to study the neural bases of cognition, broadly speaking. EEG methods are inexpensive and feasible relative to brain imaging, and hiring a cognitive neuroscientist trained in a cognitive science or psychology department would be far cheaper (particularly regarding start-up package) than hiring a similar individual trained in biology or related departments. Last year, a neuroscience candidate was recruited as a target of opportunity (UC Presidential Postdoc) through SoNS. The candidate was transferred to SSHA to be hired as part of the CIS faculty, but our offer was declined because the start-up package was much smaller than the candidate expected. A candidate with a cognitive science background would of course need sufficient lab space, but would have start-up expectations more in line with SSHA budget constraints.

Possible research strengths: Learning, memory, motor system, attention.

Possible teaching contributions: Potentially easing the teaching burden in the campus's most impacted major, Biology, this FTE could teach *Neuroscience* (UG), *Cognitive Neuroscience* (UG), and *Proseminar in Cognitive Neuroscience* (Grad).

Possible research synergies: For this position, there is great potential for fruitful collaboration with the computational cognitive neuroscience work of Noelle (SoE/SSHA), as well as with the neural network and dynamic systems modeling work of Kello, Yoshimi, and Spivey (all SSHA).

Estimated start-up: ~$200K

Expected lab space requirements: one 20'X20' room and one 10'X10' room

Computational Linguistics (2011-2012)
Level: Assistant

Goal: We intend to hire a cognitive and information scientist with a solid background in linguistic theory in addition to training in computational and/or

experimental methods. This hire is likely to be relatively inexpensive, and require little or no lab space. This position will *expand our existing strengths* in Computation and in Language, and strengthen ties with SoE, perhaps in research areas such as automated speech recognition, data mining, and cryptography.

Possible research strengths: statistical natural language processing, corpus analysis, latent semantic analysis, speech recognition, speech perception, natural language understanding.

Possible teaching contributions: COGS 5, *Introduction to Language and Linguistics*; COGS 180, *Topics in Cognitive Science*; *Computational Modeling Foundations* (Grad), and will develop new undergraduate and graduate courses, including *Introduction to Computational Linguistics*.

Possible research synergies: Matlock's research in cognitive linguistics, Kello's work on speech and reading models, Spivey's research on sentence processing, Newsam's (CIS Affiliate) research on data mining, Carreira-Perpiñán's (CIS Affiliate) work on speech processing, and Yoshimi's research on philosophy of mind.

Estimated start-up: ~$80K

Expected lab space requirements: one 10'X10' room

Philosophy of Mind (2011-2012)
Level: Assistant.

Goal: We intend to hire a philosopher who will *fill a gap in our coverage* of the cognitive and information sciences, where we currently have only two faculty with relevant expertise. Recently, a great many philosophers of mind have begun synthesizing experimental findings from cognitive science and neuroscience, and applied results from robotics and artificial intelligence, to formulate and support their logical arguments for various theories of how the mind works. By hiring in the area of Philosophy of Mind, we simultaneously smooth out potholes in CIS's ability to teach enough courses in this important area and lay the groundwork for what will eventually become a full-fledged Philosophy program of its own at UC Merced in the future. This hire would be comparatively inexpensive, and would require little or no lab space.

Possible research strengths: agency, moral psychology, mental causation, metaphysics of mind, bioethics, perception, personal identity, animal cognition, concepts, embodied cognition.

Possible teaching contributions: Introduction to Philosophy (UG), Introduction to Logic (UG), Philosophy of Mind (UG), and perhaps develop new courses such moral psychology, bioethics, free will and agency, metaphysics of mind, or animal cognition (UG or Grad).

Possible research synergies: Yoshimi's research on consciousness and dynamical systems, Vanderschraaf's research on moral and political philosophy, Noelle's research on cognitive control, and Spivey's research on unconscious perception.

Estimated start-up: ~$50K

Expected lab space requirements: none

Visual Perception (2012-2013)
Level: Assistant or Associate

Goal: We intend to hire a vision scientist who will *expand our existing strength* in Perception & Action, and may strengthen ties to both the School of Natural Sciences (potentially assisting with the teaching burden of the impacted Biology major), and the School of Engineering, with potential connections to computer vision research.

Possible research strengths: visual perception, visuomotor coordination, visual neuroscience, computer vision

Possible teaching contributions: COGS 140/PSY 161 *Perception* (UG), COGS 141/PSYCH 162 *Visual Perception* (UG), and perhaps develop new graduate courses such as *Visual Neuroscience* (Grad), and/or *Computational Approaches to Human Visual Perception* (Grad).

Possible research synergies: Noelle's research in computational cognitive neuroscience, Spivey's research in eye movements and visual cognition, Matlock's work in spatial language, Newsam's and Yang's (CIS Affiliates) work in computer vision, and Kallman's (CIS Affiliate) work in motion path planning.

Estimated start-up: ~$100K

Expected lab space requirements: two 10'X10' rooms (possibly shared with pre-existing)

Spatial Analysis (2012-2013)
Level: Assistant

Goal: We intend to hire a spatial analysis scientist who will *fill a gap in our coverage* of cognitive and information sciences, providing connective bonds between our own faculty with expertise in areas such complex systems, ecology, neural networks, and statistics, and may strengthen ties to other areas in SSHA and SoE, such as virtual heritage, geographic information systems, cluster analysis, and geocomputation.

Possible research strengths: computational geography, complex systems, spatial statistics, ecology, archaeology

Possible teaching contributions: This hire could develop new courses such as *Geographic Information Systems* (UG), *Introduction to Complex Systems* (UG), *Complex Systems Analysis* (Grad), and *Computational Modeling Foundations* (Grad).

Possible research synergies: Westerling's research on ecological systems analysis, Chen's research on economic systems analysis, Vanderschraaf's work on evolution of conventions, Guo's (CIS Affiliate) work on geocomputation, as well as Forte's (CIS Affiliate) and Aldenderfer's (SSHA Dean) work related to geographic information systems.

Estimated start-up: ~$80K

Expected lab space requirements: one 10'X 10' room (possibly shared with pre-existing)

3.5 Finances

The Cognitive and Information Sciences faculty have an outstanding record of extramural funding, as summarized in section 2.2. Continuing to aggressively seek grants from NSF, NIH, DARPA, NASA, NOAA 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 and Information Sciences faculty unit will thrive:

- Enrollments in COGS courses are high at UC Merced (Section 3.2).
- Nearly 200 new Cognitive Science related undergraduate 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). Thus, this interdisciplinary topic has significantly more visibility and recognition than it used to.

- At the same time, the small number of actual PhD programs related to Cognitive Science make it quite achievable for us to secure a *top ten* position among them.
- Cognitive Science majors are rapidly increasing at other UC campuses (e.g., there are currently over 400 majors at UCSD).
- More and more cognitive scientists are needed in the work force in the 21st Century, especially those with additional 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 2013. 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 undergraduate Cognitive Science students and graduate CIS students, and to continue to provide service courses to other groups on the campus, including the impacted Biology major, we will need by 2013 a total of 14 Cognitive and Information Sciences faculty, counting our current 8 non-emeritus non-adjunct faculty plus the 6 requested hires.

In addition to administrative funding for faculty lines, we will continue to vigorously pursue extramural funding. Extramural funding will enable the Cognitive and Information Sciences faculty unit to develop innovative, interdisciplinary projects with colleagues in SSHA, such as Virtual Heritage and Geographic Information Systems, as well as with colleagues in Engineering and Natural Sciences. Several cross-school funded collaborations have already been established. For instance, Marcelo Kallmann has set up a motion capture laboratory with Teenie Matlock, Shawn Newsam, Stefano Carpin, and other faculty. The lab is useful to several other cognitive scientists and engineers at UC Merced, including Michael Spivey and David Noelle, as well as researchers who study virtual heritage and second life, including Maurizio Forte. As another example, Stefano Carpin, Marcelo Kallmann, Teenie Matlock, Shawn Newsam, and David Noelle were recently granted an NSF MRI award to purchase two humanoid robots, and related equipment, in order to study embodied models of human cognition and techniques for human-robot interaction (HRI). 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. Finally, the formation of a Cognitive Science and Intelligent Systems Research Institute (CSISRI), as recommended in the campus's 2009 Vision Statement, can be the synergizing conduit for an even greater number of extramural funding proposals, graduate training grants, and center grants -- especially if some very small portion of the indirect costs from those grants is allowed to come back and support the Institute itself, so that it can quickly become self-sufficient.

Strategic Plan
Humanities and World Cultures, 2010-13

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I. Overview of group

Humanities and World Cultures consists of three majors (Anthropology, History, Literatures and Cultures), three stand-alone minors (Arts, Writing, Spanish), one cross-disciplinary minor (American Studies) and four programs (Foreign Languages, Global Arts Studies, Media Arts Program, World Heritage, Writing). It encompasses a variety of academic programs with a focus on the nature of human cultures and societies, the varieties of human cultural expression, as well as practice in the arts. The distinctive experience of students in these fields is that they learn to read and critically analyze societies and cultures in relation to both general norms and patterns and particular sets of values and circumstances -- cultural specificity which mitigates against reductive approaches to social phenomena. Furthermore, this critical engagement fosters empathy and understanding of other cultures vital in a global society.

We share common intellectual concerns which are addressed through a range of questions and methods. These common questions involve the creation, preservation and understanding of our cultural heritage; studies of societies and cultures past and present; questions of justice, aesthetics, and ethics; religious or spiritual practices and beliefs. We share common concerns with the construction and production of human culture – whether in the arts, political and social institutions – and processes of social and cultural change. The study of humanities and world cultures provides both tools for students to express their understanding of the world and critical and analytical perspectives within which those practices can be located.

Most of our faculty are members of the Graduate Group in World Cultures; we also have faculty members participating in the Social and Cognitive Sciences Graduate Group, the Sierra Nevada Research Institute; WCH faculty are involved with planning for cross-school programs in Environmental Science and in Spatial Analysis, and for a planned Spatial Analysis and Research Center. Within the UC system, faculty have been involved with UC Humanities Research Institute, the UC Institute for Research in the Arts, the Pacific Rim Research Group and UC-MEXUS.

Humanities & World Cultures courses enrolled a total of 6138 students in 2009-10; through the Writing Program in particular, we provide vital support for General Education, although all the fields in the program teach many students from other fields. At the same time, we offer advanced training in key fields of human endeavor, that provide skills in imaginative and empathetic inquiry and critical analysis to prepare students for the world of the 21st century.

II. Snapshot

	Senate Faculty	Majors Spring 10	Minors Spring 10	Total Enroll 2009-10
Anthropology	4	18	11	433
American Studies			1	
Arts (MAP)	1		47	789
GASP	2			228
History	5	72	31	546
Literature	5	70	10	391
Spanish	1		80	273*
World Heritage	1			64
Writing	1		67	272**
TOTAL (incl. all language and writing	20	160	247	6138

* Spanish courses included are only SPAN3, 4, 10, 11, 103, 105, 106, 141, 142, 180

** Writing courses included are only WRI 25, 30, 100, 125,130, 131, 150

Senate Faculty
Virginia Adan-Lifante
Susan D Amussen
Gregg Camfield
Robin DeLugan
Kevin Fellezs
Maurizio Forte
Jan Goggans
Gregg Herken
Kathleen Hull
Ignacio Lopez-Calvo
Sean Malloy
Manuel Martin-Rodriguez
Ruth Mostern
Holley Moyes
Robert Ochsner
Sholeh Quinn
Dunya Ramicova
Linda-Anne Rebhun
Cristian Ricci
ShiPu Wang

III. Introduction

Mission and Vision

The University of California has a three-fold mission of teaching, research, and service. The mission of Humanities and World Cultures is to develop innovative undergraduate programs which provide training in the intellectual skills of particular fields, while emphasizing the connections among them. Humanities and World Cultures locates the study of human societies and cultures in time and space, using methods ranging from textual, visual and musical analysis, archival and archaeological research, and participant observation; it teaches the practice of the arts – music, film, visual arts, and writing – in relation to their history; language instruction provides students with important skills for interacting in a global context.

Goals

Our goal is to provide a model of intellectual excellence that values particular disciplinary traditions and artistic practices while exploring the ways those traditions interact and can fruitfully engage each other. Specifically we hope to:

- Nurture junior scholars as they become intellectual leaders in their fields
- Continue to recruit excellent scholars at the junior and senior level
- Contribute to a model of interdisciplinary inquiry among undergraduates, graduate students and faculty.

Opportunities & Challenges

A combination of established senior scholars and outstanding junior faculty with broad collaborative interests provides us with the opportunity to develop an innovative, intellectually rigorous set of undergraduate and graduate programs, while stimulating new areas of research for all faculty.

At the same time, both the graduate program in World Cultures (currently developing a full program tentatively called “Cultures and Society”) and all the undergraduate programs in HWC have created imaginative curricula with marginal resources. If the University has been under-resourced, and SSHA relatively under-resourced in comparison with the rest of the University, HWC has been under-resourced within SSHA. Four of our programs have only one ladder faculty; one has only two. Of our approved majors, Literatures and Cultures is hindered in any attempts to expand to its original vision, as is History, and Anthropology is unable to meet its basic needs. None are adequately able to provide enough course offerings that students may graduate within their major. **This is neither intellectually nor practically sustainable.** Most faculty teach a range of courses more common in regional universities than in our peer institutions, and many teach overloads or, via independent study groups, the equivalent of an overload class, to ensure students will have enough units to graduate in their major. As the number of students on our campus approaches 5000, it will no longer be tenable to have key disciplines of the research

university operating with such marginal resources. Our undergraduate majors do not have an adequate range of electives, and in many areas, there are no ladder rank faculty available to teach required introductory courses when a faculty member goes on leave; in History and Anthropology, we have no one with expertise in the area of a required course. In the absence of stable funding for lecturers, we need a critical mass of ladder faculty in each of our programs in order to support recognizable, sustainable, as well as intellectually defensible and compelling programs of study and research. In addition, too many faculty are without colleagues in adjacent fields (conceptual, temporal or geographical, not just disciplinary), which hampers the development of our graduate program.

IV Three year growth plan – overview

Over the next three years, we see the programs within HWC growing by slightly more than the overall growth in campus enrollment. This estimate takes into account the expected shift in majors to SSHA from the sciences and engineering. If SSHA enrolls 55% of student majors in three years as is currently anticipated, we expect to enroll c. 25% of SSHA majors, or about 600 majors.

Three-year Projections Based on Major Enrollment for SSHA during AY2007-08 and AY2008-09

	Major Enrollment Frequency		Major Enrollment as % of UG Enrollment		SSHA % UG Enrollment Remains Constant		SSHA % UG Enrollment Increases to 55%	
					Mean % of UG Enrollment	Projected Major Enrollment	Mean % of UG Enrollment	Projected Major Enrollment
Major	Fall 2008	Fall 2009	Fall 2008	Fall 2009	Fall 2012	Fall 2012	Fall 2012	Fall 2012
ANTH	4	18	0.1591723	0.5625	1.8†	92	2.85	145
ENGLISH/CW		46			2.3‡	117	3.87	197
HIST	64	75	2.5467569	2.34375	2.45	125	3.87	197
LITC	51	73	2.0294469	2.28125	2.16			
MAP					0.65*	32	1.03	52
SPANISH		21			1.5#	77	2.75	140
SSHA Enrollment		1051				1675		2805
TOTAL UCM UG Enrollment	2513	3200				5100		5100

† Based on projections included in Table A2
‡ Assumes that English has a slightly higher proportion of SSHA majors than LITC does at present – 7% rather than 6.5 – on it's way to being c. 10% of SSHA majors, or 5% of UG majors
* Projection based on assumption that half of current ARTS minors (i.e., 20 of 41 students; 0.65% of current UG population) would declare major if available
# Projection on Spanish majors is a combination of the Spanish track in LITC, and half the current Spanish minors become Spanish majors – i.e. .7%

The next three years will also see the following developments:

- the establishment of a new major in English and Creative Writing, and one in Spanish Language and Literature; each of these new majors draws on the resources of an existing major (Literatures and Cultures) and existing minors (Writing and Spanish);
- the development of the ARTS minor into a major in Multi-disciplinary Arts
- the establishment of a minor in Global Arts Studies
- the establishment of a minor in World Heritage

- the establishment of a minor in Japanese
- Implementation of the SSHA foreign language requirement

To support our growth plan, we are asking for the following:

- Release of two positions authorized in 2008-9 for which searches were frozen
- Fourteen new FTEs
- replacement for a retiring faculty member Gregg Herken; this position is included as a search, but is not a new FTE.
- 4 new lecturers for the writing program will be required, and the conversion of 15 Unit 18 lecturers to LPSOE. (This assumes that responsibility for CORE 1 and CORE 100 are shifted to College One.)
- 5 full time lecturers in Foreign Languages
- Continuing funding for lecturers and Visiting Artist positions within MAP
- conversion of the FTEs for our existing President's post-doctoral fellows (DeLugan, Fellezs), per the Provost's written commitment

While we recognize that these requests are higher than stated allocations allow, this a conservative, if optimistic, list: as individual program plans make clear, our needs are greater than what we have listed here, particularly if the University wishes to shift enrollments toward SSHA. Furthermore, since the last two years have seen no appointments in our area, we have front-loaded our request into the first year of the plan period.

The list that follows is ranked for the first year, but not the years following. (The first position is listed to indicate an area of development, but not considered part of the ranking as it replaces an existing FTE.) The ranking was established as an unhappy consensus of the group: all positions represent critical needs in a desperately understaffed set of programs. We gave first priority to ensuring that no program had only one faculty; then to the position in Biological Anthropology, a required area for the Anthropology major, that was approved in 2008-9 and then frozen. The rest of the positions are in a rough rotation, recognizing when positions were last filled. The ladder rank positions are as follows, with our preferred year of hiring:

Year	Program	Description of Position	Rank	Status
2010-11	History	US Ethnic: Chicano	Junior	Replace existing FTE
	MAP	Music	Senior	New
	World Heritage	Architecture/Conservation	Senior	New
	Anthropology	Biological Anthropology	Junior	Approved 2008
	Literature	English Renaissance	Junior	New

	(English)			
	Literature (Spanish)	Spanish Linguistics	Junior	New
	History	Colonial America	Senior	New
	GASP	Music: Asia/Transnational	Open	Instead of AH appt approved 2008
	MAP	Architecture/Sustainability	Senior	New
2011-12	History	Modern Latin America	Junior	New
	Literature (Eng/Creative Writing)	Romantic/Victorian Literature	Senior	New
	GASP	Art History: pre 20th C transnational	Open	New
	World Heritage	Museums and Cultural Resource Management	Open	
2012-13	History	US West/Environmental	Rank open	New
	Literature (Eng/CW)	Post-colonial literature/English	Open	New
	Literature (Spanish)	Spanish Golden Age	Open	New
	Anthropology	Socio-cultural Anthropology	Senior	

In addition to these ladder faculty, we propose to convert 15 unit 18 lecturers over the three-year period to LPSOEs in English/Writing (6 in 2011, 4 in 2012, 5 in 2013), and to add 5 full time lecturers in Foreign Languages (1 in Chinese, 1 in Japanese, 1 in French, and 2 in Spanish); we need to retain existing lecturers in MAP as well as the Visiting Artist position.

In 2013-15, we envision ourselves growing by another 20-25 ladder faculty members. GASP would reach a sustainable size to become a major. In addition to the organic growth of existing programs, we propose to expand our programs to include additional areas of study that will be important in our maturing university:

- hire at least two ladder rank faculty members in Literature and Cultures, with a specialization in comparative literature, one in Japanese/Chinese and one in French or Arabic
- hire a scholar of religious studies, preferably Islamic World. Depending on the research focus of that person, they would initially be part of either Literature & World Cultures, Anthropology, or History.

We also envision creating an interdisciplinary honors major in Humanities & World Cultures, which will draw on existing majors, but provide opportunities for interdisciplinary senior seminars.

Our long term expectation is that from 2015-20, existing programs will continue to grow, and we will add to our existing majors a major in Religious Studies.

V. Resource Requirements over three years

A. Faculty

The positions we are requesting over the next three years are listed here; a full description of the positions in the context of particular programs and their strategic plans is available below, in section VIII.

2010-11:

Information only – replacement FTE: History: Comparative Race and Ethnicity in the US(19th-20th century): History of Comparative Race and Ethnicity has been one of the fastest growing and most intellectually stimulating fields in the history profession over the last three decades, employing innovative and interdisciplinary methodologies to interrogate issues of identity, migration, language, and power in the United States and its contested borderlands. Hiring in this field would enrich the intellectual diversity of the history faculty and allow us to meet the considerable student demand for classes in this area. In particular we seek a scholar of comparative race and ethnicity whose specialties include Chicano/Latino History. The History faculty have received formal and numerous informal communications from current and prospective students expressing grave concern over the lack of curriculum in Chicano/Latino History. In light of our student body demographics and UCM's status as a Hispanic Serving Institution, it is vital that we address this crucial need immediately. We anticipate that this hire will also build further connections among the disciplines and support the Hispanic Studies cluster in the graduate group as well as the World Cultures graduate group in general.

1. **MAP** Music

We need a music specialist with a broad spectrum of experience, and an interdisciplinary vision for the music curriculum to enhance the musicology curriculum offered by GASP. Music can potentially connect to many other areas of endeavor at UC Merced. As a twenty first century research university, UC Merced needs to develop a non-traditional approach to teaching music. Instead of focusing on traditional instruments, the projected music curriculum will concentrate on digital music technology and on exploring interdisciplinary connections while still offering strong foundation in traditional instruments and voice courses for those students who wish to continue their music education while at UCM.

2. **World Heritage**: Conservation architect

The conservation and restoration of monuments must have recourse to all the sciences and techniques which can contribute to the study and safeguarding of the architectural heritage. The International principles guiding the preservation and restoration of ancient buildings need specific interdisciplinary expertise in conservation and architecture. In this profile it is required a relevant international experience in preservation, documentation and conservation projects of built heritage with a particular focus on cultural landscapes, archaeological sites, rural and urban contexts. The candidate

should have also an interdisciplinary knowledge of specific technologies applied to this field (photogrammetry, architectural relief, CAD, 3D modeling) in relation with preservation and conservation aspects.

3. **Anthropology:** Biological Anthropologist (Assistant Professor): The frozen search is for a junior biological anthropologist, who will bring a specialization in human biology and be poised to articulate with the initial cross-field teaching and research areas identified for the Anthropology program in Section VII.A below. Given the many needs of UCM to which a position in biological anthropology might contribute, the search was broadly defined to encompass research interests and methodological expertise in demography, health, diet, adaptation, or biocultural approaches to either contemporary or past human populations. In addition to providing critical mass for sustaining the major (i.e., avoiding risk that required classes may not be offered in a timely manner), instruction of several courses that serve as electives in the Human Biology track of the Biology major, and important leadership for developing the biological anthropology curriculum and teaching laboratory, this faculty member will engage with graduate groups in the social sciences, humanities, and possibly biological sciences as well as other campus initiatives including the proposed medical school. Research and teaching in biological anthropology may address issues of human physiological, morphological, and genetic adaptability, including race. Office and laboratory space in SSM is already allocated for this position, and necessary start-up funds will vary depending upon the expertise of the preferred candidate. We anticipate, however, that start-up funds to cover initial laboratory and/or field costs will be less than $100,000.

4. **Literature and Cultures/English and Creative Writing:** Early Modern British Literature. Since the beginning of serious study of literatures in modern (as opposed to classical) languages at the end of the 18th century, Shakespeare's works have been the most important and most studied in the corpus of English literature. That importance has not diminished, though Shakespeare's oeuvre is now usually studied in a wide range of contexts, including that of the early modern period, which was a major transitional period in Western history as well as an important period in the consolidation of the English language as we know it. No program in English can be without a scholar of the period. Moreover, such a scholar would support both the graduate group and would provide synergies with Professor Amussen in History, thus increasing the attractiveness of the graduate program; it could also lead to collaboration with the performing arts. In 2005, UCM agreed on search for British literature hire, which ultimately failed. Thus, it is clear that even the earliest vision of UCM's literature program would include British literature, and anecdotal feedback from students supports that need.

5. **Literature and Cultures/Spanish:** Spanish-language Linguist. Linguistics is key to the development of any top tier department of Hispanic Studies. In Dartmouth, 2 faculty members out of 16 teach linguistics.

6. **History**: Colonial America and Atlantic World (17th-18th century): Colonial history has been energized in recent years through its attention to Atlantic dimensions of the field, to the role of Indigenous peoples in the Americas, and the relationship of Spanish, French, and English colonial empires across the Americas. We propose a senior hire in Colonial and Atlantic world history. This position would provide an anchor for the first half of the US history survey course; connect to the scholarship of Amussen on Britain and the Atlantic world; a senior hire will provide visibility for our program. This position would also be key in recruiting graduate students and building the graduate program.

7. **GASP**: Music studies (open rank): In order to fulfill a GASP minor, we request a music FTE in 2011-12. We seek a music scholar who specializes in a musical tradition of Asia who frames it within a transnational context. Priority will be given to scholars whose work focuses on issues of race, gender and/or sexuality.
We seek an Asian specialist for two significant reasons. First, given the student population at UCM, where the largest group self-identify as Asian/Pacific Islander (outnumbering Hispanics and Whites) but whose interests in terms of curriculum have gone largely unheard, the need for classes that address those interests is clear.[4] Second, since current GASP faculty specialize in Asian American cultural production, a specialist in Asian cultural production would complement and strengthen the transnational scope of the program in a compatible way.

8. **MAP**: <u>Sustainable Architecture</u>
Architecture has the potential to broaden the interdisciplinary collaboration with the School of Engineering as well as support one of the stated research themes of the university. Additionally, only two of the ten UC campuses offer undergraduate or graduate degrees in architecture: UC Berkeley and UC Los Angeles. This makes the offering of an architecture concentration/minor within MAP attractive since it has a promise of drawing more students to UCM. Curriculum in sustainable architecture adequate to give UC Merced BA degree holder opportunity to seek admission to a graduate Architecture Program will be possible with the hire of one specialist. MAP visual arts curriculum already offers or is in process of developing lower division courses foundational for the upper division architecture curriculum. With the addition of two history of architecture survey courses that can be taught by a lecturer, the curriculum will be viable.

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[4] According to the Campus Enrollment by Ethnicity table drawn from the Institutional Planning and Analysis (IPA) Enrollment Table, in Fall 2009, Asian/Pacific Islanders numbered 1,050, while the next two largest groups - Hispanics and Whites – numbered 1,028 and 699 respectively.

2011-12

GASP Art history (open rank): due to an unsuccessful search in 2007 and a suspended position in 2008, we request to be given 1 art history FTE in 2012-13. The priority will be to hire an art historian who pursues comparative and innovative research that deals with issues of globalization and postcolonialism in the pre-20th century period. Preference will be given to a scholar with a solid foundation in early modern European art traditions, and an additional specialization in gender studies.

History: Mexican/Latin American History (18th-20th century). This position fills two gaps in the geographical and temporal range of the world history group. We currently have three faculty with expertise on the vast Eurasian land mass, but none who study the Americas outside of the United States. Given both our geographical location and our student population, research on Mexican/Latin American history is extremely important, and has been the subject of substantial student demand. This position is also synergistic with our planned Comparative Race and Ethnicity hire. Furthermore, all current world history faculty work before the eighteenth century, so it is also important to engage more modern periods. This will enhance our ability to teach the required world history survey sequence. Mexican/Latin American history also provides an important scholarly link to other humanities and social science faculty in SSHA, and supports the Hispanic Studies cluster as well as the World Cultures graduate group as a whole.

English/Creative Writing: Romantic/Victorian British Literature (senior). In this period, a number of artists and critics successfully defined imaginative literature as a primary medium of cultural discourse, moved literature out of elite circles into a much broader milieu, and validated the prophetic strain in literature as the most important. Not only are the literary forms and functions of this period enduringly popular, the very shape of literary study, as we know it, was created in this period. No program in English can be without a scholar of this period, either. Even the smallest of our comparison schools (Brandeis) has three faculty whose scholarship is mostly or substantially in this area; the most innovative (Dartmouth) also has three.

World Heritage: Museums and Cultural Resource Management, Assistant Professor Cultural Resources Management (CRM) regards theory and practice of managing cultural resources (natural and cultural heritage, tangible and intangible heritage). National and international experience in museum studies, cultural resource management, research and teaching on heritage management with an emphasis on musealization aspects, communication, knowledge and expertise in new media and digital technologies, web museums, virtual museums. This profile should be able to train new generations of managers in charge of natural and historical parks, galleries, museums, international organization and/or other NGOs involved in heritage assessment, interpretation, and management.

2012-13

Anthropology: Socio-cultural Anthropologist (Associate or Full Professor): a third socio-cultural anthropologist will contribute to each of our four focal research areas, with research and teaching interests that complement those of our existing faculty in socio-cultural anthropology. Similar to our position in biological anthropology, the search for this position may be broadly defined (or subsequently tailored, in consultation with colleagues across campus based on converging needs), since such a colleague might articulate with various graduate groups or ORUs established on campus by that time. For example, this position might bring expertise in the following general research areas: global environmental justice and policy with obvious cross-campus links to the School of Natural Sciences and SNRI; subjectivity and subject formation, which could build links across SSHA in particular with psychology, the humanities, and the arts; or globalization studies, which has the potential to forge cross-school and cross-campus research collaborations. A ladder-rank faculty member is required, as only a tenure-track faculty member can contribute to the development of interdisciplinary graduate groups and ORUs on campus. The addition of this socio-cultural 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 World Cultures graduate program, the American Studies minor, and new World Heritage program, while also facilitating faculty sabbaticals for the anthropology faculty, as a whole. This position will require office space in SSM and modest start-up funds; no laboratory space is required.

History: US West/Environmental (19th-20th century). Environmental history is a vibrant and rapidly growing sub-field. Hiring in this area will deepen ties between the History program and the rest of the campus and offer the possibility of collaboration and significant grant funding. A Western Environmental historian may work on questions such as historical water rights, resource extraction, erosion, or climate change: all topics of immense contemporary urgency that benefit from a historical perspective. This position offers synergies with current faculty in Literature, Archaeology, Engineering, and Earth Systems Science, and would support the World Cultures graduate group as well as the History major.

English/Creative Writing: Colonial and Post-Colonial Literature in English. This is one of the most important emerging sub-fields in English literary studies, responding to the more rapid flow of ideas and people globally, exemplified by the outpouring of important literature from around what once was the British Empire. The focus could be wide or could concentrate on one of several areas, eg. Literature of Indian subcontinent, Australasia, Non-U.S. North America, Africa, all of which have rich traditions and active practitioners in English. Could also look at diasporas, connecting well to grad group.

Spanish: Golden Age (or trans-Atlantic Golden Age/Colonial). It is quintessential in any Hispanic Studies department because it represents the foundation of modern Hispanic literature in its three main genres: narrative,

theater and poetry. It represents the flourishing in arts and literature in Spain, coinciding with the political rise and decline of the Habsburgs dynasty. In Dartmouth, 3 out of the 9 faculty members in Iberian Studies teach Golden Age (including Portuguese, Race and Gender Studies), and one out of 7 faculty members in Latin American literature teaches Colonial literature.

B. Space and Facilities

In Literature and Cultures, History, Writing, and GASP, the only space needs are offices for new faculty. Anthropology, Foreign Languages, Media Arts, and World Heritage all have specific space needs for teaching and/or research. In three years we will need research lab space for 2 biological anthropologists, 2 archaeological anthropologists, and 2 world heritage scholars; we will need teaching lab space for the arts (3 rooms), anthropology (2 classrooms), Foreign Languages and world heritage. Some of this space has been allocated in the new SSM building.

Anthropology:
The Anthropology program needs sufficient “damp” and “wet” laboratory space for both research and teaching for some faculty. The lack of sufficient research laboratory space may hamper attracting and retaining top faculty, while the lack of sufficient teaching laboratory space will undermine 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—perhaps augmented by the current biological anthropology laboratory at Castle or core facilities elsewhere on campus—is sufficient for current and anticipated 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.

Anthropology also needs 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 if that space is relinquished by the Arts program upon completion of SSM or at some later date. 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. No Anthropology teaching laboratory space has been designated on campus. If COB 114 should become available (i.e., if Arts should request and be allocated substitute space that better suits their needs), the Anthropology program might 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. These instructional spaces need to be identified before the end of AY 2009-2010 to clearly demonstrate that necessary resources are available for the program as part of the WASC accreditation process and for instructional improvement grant opportunities through NSF to outfit the teaching laboratory space (see below).

Anthropology expects to secure internal or external funding to develop these 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 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. This teaching collection was made possible, in part, through a grant received from the CRTE in AY 2008-2009. Additional materials required to satisfy needs for upper division biological anthropology courses include casts or type collections used to assess age, sex, ancestry, pathologies, and other physical characteristics from human skeletal remains; basic osteometric equipment and/or hardware and software to support digital geometric morphometrics; and possible sample preparation equipment such as machinery to make bone thin sections or take x-rays. Costs will depend upon the next faculty hire within this sub-field, but expenses for the skeletons and models needed for anticipated methods courses are estimated at $50,000. Similarly, upper division archaeological laboratory courses require modest laboratory equipment for either student workstations (e.g., digital scales, microscopes, calipers, hand lenses) or the lab as a whole (e.g., flotation machine, ultrasonic cleaner, flatbed scanner, oversize scale), and field equipment is required for an archaeological field course or field school (e.g., GPS units, digital cameras, compasses, screens, shovels, trowels, tape measures, total station, etc.). It is anticipated that the total cost for both the archaeological laboratory and field equipment will not exceed $75,000. Such courses would also benefit

from geological, faunal, and floral type collections, which might be purchased or established in conjunction with faculty in Natural Sciences, while development of some computer hardware and software (e.g., quantitative and qualitative analysis) capabilities for the teaching laboratory would also be undertaken. Such collections might require approximately $25,000 in funding. Finally, additional cabinetry and basic laboratory furniture for 16 lab stations supporting computational or analytical work is necessary, including lab benches, adjustable chairs, electrical connections, and task lighting. It is anticipated that costs for such infrastructure will not exceed $100,000 Anthropology faculty are pursuing internal and external sources of funding to acquire necessary instructional laboratory materials.

Foreign Languages
The teaching of Foreign languages requires special equipment to allow the practicing of speaking and listening. A dedicated language lab has been designated in SSM building, and we expect that to meet our needs for the next five years.

Media Arts Program
Teaching art technique and art practice requires specialized and dedicated classrooms due to unique pedagogical needs. Though a variety of courses in art technique and practice have been offered at UC Merced since opening its doors to students in 2005, specialized classrooms and labs are required in order to fully develop art technique and practice courses. For instance, while lecturing is part of teaching technique and practice, students primarily learn "hands on." Students draw, sculpt, use digital equipment, and sing in these classrooms. A section of the new SSM building (scheduled to open in 2011) has been designed to serve the needs of the art technique and practice curriculum. There are classrooms, labs and offices specifically designated for teaching of art technique and practice. Two classrooms have been allocated for the digital media course needs. Additionally, there are extra large faculty offices to accommodate faculty artists working with students in one on one independent or directed study format. This specially designed space is more than adequate to serve the needs of MAP in its present form as well as for the projected B.A. and graduate Program.

World Heritage
In addition to existing teaching and research lab space, each new faculty member will require research lab space. It may be possible to combine World Heritage teaching labs, but that depends to a great extent on the research of the people hired.

C. Library
New and current faculty in all fields of HWC will need additional library resources, which are in some areas sorely inadequate at the present. These include basic teaching resources as well as material necessary for faculty to

pursue their research. In fields such as anthropology and history, many vital resources are not yet available electronically; in other cases, UC Merced has not subscribed to resources faculty need to do their work. In particular, fields of the humanities tend to use older scholarly resources: unlike fields in which only the latest data are relevant and electronic journal articles are the disciplinary standard, older monograph literature is often revisited to gain additional insights and assess new hypotheses. Furthermore, important reference material which is not available through interlibrary loan must also be acquired. 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, in addition to any other material necessary for faculty to do their jobs.

D. Assessment

Programs in HWC have all chosen to develop qualitative assessment procedures. As the number of students increases, and with it the number of papers to be read, we need to provide some support for FAOs. We propose the following scale to acknowledge the work of FAOs:
Minors, Majors up to 100 students: a summer 1/18
Majors over 100 students: a summer 1/9
Program Review: When a program in HWC is undergoing program review, the FAO should receive a teaching release.

E. Staff Support

-- one staff member to provide support for teaching/administration of group (could initially be shared with CRHA)
-- By 2012, 50% instructional technology staff support to support World Heritage, Digital humanities, digital arts as well as potential hybrid course delivery ventures.
-- a 50% instructional technology position in the Writing program (soft money)
-- by 2013, we will need a 50% coordinator for languages other than Spanish.

VI. Grants and Outside Funding

The fields in Humanities and World Cultures typically do not provide extensive external funding opportunities. However, faculty in the group have received funding to participate in programs at UCHRI, for travel and research; California Partnership for the San Joaquin Valley (through the Great Valley Center), and UCM's Graduate and Research Council to monitor changes in the quality of life and social efficacy of two targeted Merced County communities; and the Bureau of Land Management to develop source-specific obsidian hydration rates for cultural resource management and archaeological research in Lincoln County, Nevada. In addition, anthropology faculty are part of a grant application to the NIH in partnership with other faculty on campus.

VII. Public Service

HWC faculty have been involved in a wide range of public service activities in the Merced area and in the state more generally. These activities include:
- participation in CURAJ—Community-University Research and Action for Justice, a Central Valley-wide initiative—that networks the members of the UC academic community with community-based organizations to address pressing Central Valley issues.
--Professors Camfield and DeLugan are on the Chancellor's Task Force to Promote Community Engaged Scholarship.
- Professors 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.
- Professors Cristian Ricci and Robin DeLugan have organized the Human Rights film festival
- History 190 has placed students in internships that serve local arts/historical organizations
- the Chicano/a Literature series has featured artists and writers in community settings;
- Professor Martín-Rodríguez writes a periodical column on literature for *La Voz: Hispanic Cultures and News from the Central Valley*
- Hull is a regular presenter at the MUHSD Robert Fore Excellence in Science retreat for high school science teachers in Wawona; both DeLugan and Hull have given presentations at the Challenger Learning Center
-*Wilma McDaniel: the Okie Poet Laureate* opened to the public in September of 2009, a celebration of the life and work of the poet Wilma McDaniel, curated by Goggans and her research assistant.
- The Center for Research in Humanities and Arts offers programs that are open to the community, from the Human Rights Film Festival to lectures and talks by our own faculty and visiting faculty.
- CRHA funded speakers for the California Exhibition Resources Alliance photographic exhibit, ***Hobos to Street People: Artists' Responses to Homelessness from the New Deal to the Present.***

VIII. Program Strategic Plans

A. Anthropology

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 groups, 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 biological anthropology in AY 2010-11, socio-cultural anthropology in AY 2012-2013, and another in biological anthropology in AY 2013-2014 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 looks ahead to avenues for intra- and inter-disciplinary research and partnerships involving Anthropology both within and beyond SSHA.

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 in conjunction with faculty in both SSHA and Natural Sciences, and the longer-range goal of a stand-alone anthropology graduate program;
    - Currently, the Anthropology program lacks ladder-rank faculty in one required area of undergraduate instruction (biological anthropology), exposing our undergraduate students to risk that required courses may be unavailable.
    - Projected rotations require a total of five ladder-rank faculty for minimal coverage of undergraduate and graduate instruction (within one interdisciplinary graduate group) yet do not account for periodic faculty leave. A total of seven anthropology FTE are necessary to handle both instruction and contingencies for leave, as well as manage anticipated administrative responsibilities related to WASC

programmatic assessment.
    - Current and requested additional Anthropology faculty FTE and projected rotations for the initial five ladder-rank faculty do not take into account potential future faculty commitments to dedicated GE in courses such as CORE
- Develop sufficient “damp” and “wet” research laboratory space for faculty and affiliated graduate students whose specializations necessitate such space;
    - Current "damp" lab allocations in the SSM building will accommodate three ladder-rank faculty (one already hired beginning AY 2006-2007, one to start AY 2010-2011, and a third to be hired in the future) although FTE necessary to sustain the Anthropology program in the next five years will require two additional labs
- Acquire dedicated teaching laboratory space for undergraduate education in both archaeological and biological anthropology;
    - Current "damp" teaching laboratory space is shared with other disciplines for courses that do not require such damp space, prohibiting the development of the teaching space to fully meet program needs and the application for grant funds to support such lab development
- 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 and beyond SSHA, including cross-campus collaborations as well as collaborations with faculty throughout the UC system and/or regional institutions of higher education.
    - The breadth of research encompassed within anthropology may support a variety of interdisciplinary graduate groups to which ladder-rank faculty might contribute, although specific proposals for many such programs are still under development.

Building on our current 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 below.

Data from the American Anthropological Association, other UC anthropology programs, three years of anthropology instruction at UCM, and student response to the major and minor allow us to 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.

Teaching Opportunities and Enrollment

Student response to the major and minor has been positive, since interest in the program was initially cultivated by faculty and demonstrated by student inquiries during the 2006-07 academic year. As of September 2009, 18 students are enrolled in the Anthropology major and 11 students are enrolled in the Anthropology minor. The major enrollment is approximately 0.5% of the current undergraduate student population at UCM. Moreover, the enrollment in the major is exactly on target with program projections for enrollment the 2008-2013 Anthropology Strategic Plan, which noted "that as many as 18 students will declare the Anthropology major within one year of program initiation." Based on comparisons with other UC campuses for which Anthropology majors account for approximately 0.5 to nearly 3% of the total undergraduate population, we estimate that Anthropology majors at UCM will eventually represent at least 1% of the total undergraduate population. . As indicated in Table A3, enrollment in anthropology courses has also grown steadily since 2006—not simply due to the increasing number of undergraduate students or the addition of faculty and lecturers, but as an increasing percentage of the total undergraduate population. We anticipate continued growth in the coming years in both lower and upper division courses. Professors DeLugan, Hull, and Rebhun have all sat on graduate students exam, thesis, and/or dissertation committees for World Cultures graduate students, some of whom have either been advanced to candidacy or completed their degrees.

Table A.1. Three-year Projections Based on Major Enrollment for SSHA during AY2007-08 and AY2008-09

Major	Major Enrollment Frequency		Major Enrollment as % of UG Enrollment		Mean % of UG Enrollment	Projected Major Enrollment Based on Mean %		
	Fall 2008	Fall 2009	Fall 2008	Fall 2009		Fall 2010	Fall 2011	Fall 2012
ANTH	4	18	0.1591723	0.5625	1.5†	34	53	77
COGS	56	87	2.2284123	2.71875	2.4735811	95	109	126
ECON	50	50	1.9896538	1.5625	1.7760769	68	78	91
HIST	64	75	2.5467569	2.34375	2.4452534	94	108	125
LTCU	51	73	2.0294469	2.28125	2.1553484	83	95	110
MGMT	177	190	7.0433745	5.9375	6.4904372	250	286	331
POLI	117	158	4.6557899	4.9375	4.7966449	185	211	245
PSY	329	372	13.091922	11.625	12.358461	476	544	630
SOC	0	28	0	0.875				
TOTAL UCM UG Enrollment	2513	3200				3850	4400	5100

† ANTH percentage is minimum projection based on comparison with other UC campuses; see figures in Tables A.2 for more realistic projections based on UCM enrollment data

Note: This table demonstrates that most majors that have been in existence for four or more years have apparently peaked and/or stabilized in terms of their percentage share of undergraduates

Table A.2. ANTH Major Projected Enrollment Based on Enrollment for AY 2009-10, Augmented by Additional “Home–grown” Majors†

	FR	SO	JR	SR	Total Majors
Fall 2009	7	1	8	2	18
Fall 2010	10	14	18	8	50
Fall 2011	10	17	31	18	76
Fall 2012	10	17	34	31	92

†This projection assumes seven FR (rather than four) will subsequently declare ANTH major during their SO year

Table A.3. Anthropology Course Enrollment Growth AY 2006-07 to AY 2009-2010.

	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10
Total course enrollment	99.00	166.00	271.00	438.00
Enrollment as percentage of the total undergraduate population	8.18%	9.49%	10.69%	13.57%
Average # students/course	24.75	23.71	27.10	39.82
Average # students/instructor	49.50	55.33	67.75	108.25

Hiring/FTE priorities are as follows:

→**Biological Anthropologist (Assistant Professor**): The frozen search is for a junior biological anthropologist, who will bring a specialization in human biology and be poised to articulate with the initial cross-field teaching and research areas identified for the Anthropology program above. Given the many needs of UCM to which a position in biological anthropology might contribute, the search was broadly defined to encompass research interests and methodological expertise in demography, health, diet, adaptation, or biocultural approaches to either contemporary or past human populations. In addition to providing critical mass for sustaining the major (i.e., avoiding risk that required classes may not be offered in a timely manner), instruction of several courses that serve as electives in the Human Biology track of the Biology major, and important leadership for developing the biological anthropology curriculum and teaching laboratory, this faculty member will engage with graduate groups in the social sciences, humanities, and possibly biological sciences as well as other campus initiatives including the proposed medical school. Research and teaching in biological anthropology may address issues of human physiological, morphological, and genetic adaptability, including race. Office and laboratory space in SSM is already allocated for this position, and necessary start-up funds will vary depending upon the expertise of the preferred candidate. We anticipate, however, that start-up funds to cover initial laboratory and/or field costs will be less than $100,000.

→**Socio-cultural Anthropologist (Associate or Full Professor):** Our next

priority is to hire a third socio-cultural anthropologist no later than Fall 2012. This position is critical to the further development of each of our four focal research areas (see above), with research and teaching interests that complement those of our existing faculty in socio-cultural anthropology. Similar to our required hire in biological anthropology, the search for this position may be broadly defined (or subsequently tailored, in consultation with colleagues across campus based on converging needs), since such a colleague might articulate with various graduate groups or ORUs established on campus by that time. For example, this position might bring expertise in the following general research areas: global environmental justice and policy with obvious cross-campus links to the School of Natural Sciences and SNRI; subjectivity and subject formation, which could build links across SSHA in particular with psychology, the humanities, and the arts; or globalization studies, which has the potential to forge cross-school and cross-campus research collaborations. A ladder-rank faculty member is required, as only a tenure-track faculty member can contribute to the development of interdisciplinary graduate groups and ORUs on campus. The addition of this socio-cultural 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 World Cultures graduate program, the American Studies minor, and new World Heritage program, while also facilitating faculty sabbaticals for the anthropology faculty, as a whole. This position will require office space in SSM and modest start-up funds; no laboratory space is required.

→ **Biological Anthropologist (Open Rank**): As noted above, the final hiring priority within the span of this Strategic Plan is a second biological anthropologist during AY 2013-14. While a lecturer in biological anthropology might help service the major through periodic instruction of ANTH 5 in the short term (see Appendix B), a lecturer is unable to contribute to upper division laboratory instruction, since such instruction is generally based in faculty research collections. In addition, anticipated continued growing demand for ANTH 5—as a course simultaneously fulfilling a science requirement for SSHA students and a social science requirement for NS and Engineering students—may necessitate more frequent rotation and, thus, faculty support for, biological anthropology. Therefore, a ladder-rank faculty will eventually be required, with a preferred methodological specialization that will complement that of the biological anthropologist hired in AY 2010-11. We envision that this faculty member might take advantage of existing core campus equipment for research or, perhaps share laboratory space in SE II (e.g., if the individual has expertise in human genetics or isotopic studies of human remains). Given the wide variety of laboratory and start-up needs for biological anthropologists, Anthropology faculty will consult with the SSHA Dean on definition of this position to work within anticipated resources.

B. Foreign Languages

Overview: A considerable number of students enter UC Merced expecting to learn a second language as part of their college education. Others already have experience with the foreign language they want to learn, but desire to become fluent or, in the case of heritage learners, gain a better understanding of the culture and language they partly learned at home. Since we live in a multicultural society, the Foreign Languages Program strives to provide students with the opportunity to learn a second language, a skill appreciated by most employers, a requirement for some graduate programs, and an essential tool to conduct research overseas. Learning a foreign language and gaining knowledge of the diverse cultures around the globe, as well as in the United States, is fundamental for a better understanding of our world and the peoples that inhabit it. Therefore, the Foreign Languages Programs at UC Merced will keep promoting the study of foreign languages and cultures from an interdisciplinary perspective while encouraging the research on foreign language acquisition and teaching. For this reason, one of our goals is the implementation of the one year Foreign Language requirement approved by the SSHA faculty on the academic year of 2006-2007.

***Teaching*:** The Foreign Languages Program faculty teaches lower division courses in four language programs: Chinese, French, Japanese and Spanish. In addition, it contributes to undergraduate programs such as the minor in Spanish. All courses in the Foreign Language Program are considered general education courses.

Chinese: Chinese has been offered at UC Merced since Spring 2007, mostly at the elementary level. Chinese courses have been taught by a part-time Lecturer. However, during the 2009-2010 academic year, the three sections of CHN 1 and the one section of CHN 2 offered had a full or almost full enrollment. Consequently, in the next five years there will be a need for opening at least one more section of CHN 1 and CHN 2 every academic year and for offering Intermediate Chinese courses starting Fall 2010.

French: French has been offered at UC Merced since Fall 2006, mostly at the elementary level. French courses have been taught by a part-time Lecturer. However, during the 2009-2010 academic year, the three sections of FRE 1 and the one section of FRE 2 offered had a full or almost full enrollment. Consequently, in the next five years there will be a need for opening at least one more section of FRE 1 and FRE 2 every academic year and for offering Intermediate French courses starting Fall 2010.

Japanese: Japanese was first offered at UC Merced in Fall 2006. Since then, the Japanese elementary and intermediate courses have been taught by one full-time Lecturer. In Fall 2009, a part-time lecturer was also hired in response of the growth of the Japanese program. One of the goals of the Japanese program is to start offering upper division courses on the academic

year of 2011-2012, and a minor in Japanese for the academic year of 2012-2013.

Spanish: Spanish has been offered at UC Merced since Fall 2005. The Spanish Program is the largest of all foreign language programs. It offers lower division and upper division courses. At the lower-division level, the Spanish Language Program offers two tracks: one for non Spanish Heritage Speakers (SPAN 1-SPAN 4) and another for Spanish Heritage Speakers (SPAN 10-SPAN 11). As of Spring 2010, the Spanish Language Program faculty includes one full-time Lecturer SOE, two full-time Lecturers, one part-time Lecturer and two Teacher Assistants (ABD). Some of the Spanish Language program faculty contribute to the minor in Spanish. The number of sections that the Spanish Language area offers at the lower-division level grows every academic year. For the next five years, we anticipate the addition of at least one section of SPAN 1 and SPAN 2 every academic year. Similarly, and due to the popularity of the minor in Spanish, increasing the number of courses and sections is a priority for this program.

The following table summarizes enrollements in Foreign Languages from 2005 to 2010:

FLAN ENROLLMENTS 2005-2010

	2005-06	2006-07	2007-08	2008-09	2009-10	Anticipated enroll. 2011-12
Chinese	n/a	30	31	75	92	130
French	n/a	56	43	65	93	130
Japanese	n/a	72	76	94	124	140
Spanish	LD 78 UD 26 Total 104	LD 115 UD 68 Total 183	LD 97 UD 113 Total 210	LD 172 UD 156 Total 328	LD 239 UD 221 Total 460	LD 300 UD 300 Total 600
Total all	**104**	**341**	**360**	**562**	**769**	**1000**

C. Global Arts Studies Program (GASP)

GASP defines the arts broadly in order to promote an interdisciplinary study of the arts. Unique among UCs and other research universities in the U.S., the GASP curriculum integrates subjects conventionally housed in disparate departments and offers students a broad multicultural and transnational understanding of the arts through courses that investigate the effects of formal conventions and innovations, industrialization, colonialism, commercialism and globalization on art practices from a balanced, inclusive range of critical perspectives.

Within three years, we expect to not only be contributing to the History program, but to also offer a minor. In five years, with an additional 3 faculty, we would be able to propose a major. Given our current enrollments (see Chart A), we estimate that a minor in GASP would draw more than 50 students. To make a minor sustainable, we need 2 new hires (including the previously allocated art history hire) in the next two years in order to be able to launch a Minor in GASP, with a total of 4 faculty members, by Fall 2013. Many current GASP courses are cross-listed in history, thus contributing to the History Major by Fall 2010. As such, it is vital to increase the size of GASP faculty to better serve students who wish to acquire knowledge in the history of the arts, as well as those with a more general interest in expanding their understanding of global cultural history.

Chart A. The enrollments in courses taught by the existing GASP faculty since 2006

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Semester Total (Art History)	10	27	39	47	50	62	56	14
Semester Total (Music)	40	n/a	38	62	36	41	111 *	49
Annual Total		**77**		**186**		**189**		**230**

*These include enrollments in the ethnomusicology course offered by a lecturer.

In order to offer a truly global and cutting-edge curriculum, and to complement the strengths of the two existing Americanists in GASP as well as those in the current History Program, GASP needs 2 FTEs for 2010-12—one in art history (previously approved), and one in music—to be able to provide the minimal number of courses for a GASP Minor to launch in 2013. By 2015, with the addition of 3 additional ladder faculty, we expect to launch a major.

<u>Position Descriptions</u>

1. Music studies (open rank): In order to fulfill a GASP minor, we request a music FTE in 2011-12. We seek a music scholar who specializes in a musical tradition of Asia who frames it within a transnational context. Priority will be given to scholars whose work focuses on issues of race, gender and/or sexuality.

   We seek an Asian specialist for two significant reasons. First, given the student population at UCM, where the largest group self-identify as Asian/Pacific Islander (outnumbering Hispanics and Whites) but whose interests in terms of curriculum have gone largely unheard, the need for classes that address those interests is clear.[5] Second, since current GASP faculty specialize in Asian American cultural production, a specialist in Asian cultural production would complement and strengthen the transnational scope of the program in a compatible way.

2. Art history (open rank): due to an unsuccessful search in 2007 and a suspended position in 2008, we request to be given 1 art history FTE in 2012-13. The priority will be to hire an art historian who pursues comparative and innovative research that deals with issues of globalization and postcolonialism in the pre-20th century period. Preference will be given to a scholar with a solid foundation in early modern European art traditions, and an additional specialization in gender studies.

3. GASP seeks a music scholar who specializes in a musical tradition of Latin America (including the Caribbean) who frames it within a transnational context. Priority will be given to scholars whose work focuses on issues of race, gender and/or sexuality. Rationale: there are a number of faculty whose research encompasses Latin America and a Latin American specialist could provide synergy to a Latin American studies program or minor. Additionally, there is a large student population who identify as Hispanic, indicating strong student interest in courses that deal with Latin American culture.

4. Art history (open rank): GASP seeks an art historian who specializes in artistic traditions of Asia within a transnational context. Priority will be given to scholars whose work focuses on pre-20th century periods, as well as those whose scholarship investigates issues of race, nationalism, gender and/or sexuality in relation to artistic production. This will be an important position for GASP and UCM students for two significant reasons. First, given the student population at UCM, where the largest

[5] According to the Campus Enrollment by Ethnicity table drawn from the Institutional Planning and Analysis (IPA) Enrollment Table, in Fall 2009, Asian/Pacific Islanders numbered 1,050, while the next two largest groups - Hispanics and Whites – numbered 1,028 and 699 respectively.

group self-identify as Asian/Pacific Islander (outnumbering Hispanics and Whites) but whose interests in terms of curriculum have gone largely unheard, the need for classes that address those interests is clear. Second, since current GASP faculty specialize in Asian American cultural production, a specialist in Asian cultural production would complement and strengthen the transnational scope of the program in a compatible way. Finally, a pre-20th century specialist will complement the work of Professor Mostern in History.

5. GASP seeks a music scholar who specializes in a musical tradition of Europe who frames it within a transnational context. Priority will be given to scholars whose work focuses on issues of race, gender and/or sexuality. Rationale: European musical traditions play a significant role in the music we listen to today. In order to provide a well-rounded major (which this hire could conceivably allow GASP to become, provided the art history component of GASP is growing at the same rate), GASP will need a Europeanist.

In AY 2010-11, GASP will require a FTE for Kevin Fellezs. As a UC President's Postdoctoral Fellow, Fellezs's first five years of salary are paid by UCOP. Fellezs was hired in AY 2006-07. In AY 2010-11 it will be time to convert him into a UCM tenure-track FTE effective AY 2011-12. As per the memo of 12/2/09 from Provost/EVC Keith Alley to the UCM Deans, *this is one of four such positions that is already accounted for in the FTE allocations* and, thus, need not be considered in the further allocation of ladder-rank faculty lines to GASP.

The two existing faculty members of GASP offer a unique curriculum consisting of courses in the faculty's respective areas of expertise—art history and music studies in the U.S.—as well as those that provide a global perspective on the studies of the arts. These include:

GASP 2 Introduction to Music Studies (Music/Global)
GASP 3 Introduction to Visual Culture (Art History/Global)
GASP 31 Critical Popular Music Studies (Music/Global)
GASP 32 Jazz History (Music/U.S.)
GASP 34 American Musical (Music/U.S.)[6]
GASP 101 Visual Arts of the Twentieth Century (Art History/Global)
GASP 121 Asian American Music (Music/U.S.)[7]
GASP 135 African American Music (Music/U.S.)
GASP 141 History and Practice of Photography (Art History/Global)
GASP 151 Topics in Visual Culture: Museums and Art Controversies (Art History/U.S.)
GASP 175 Race and Nationalism in American Art (Art History/U.S.)

[6] This course touches on Asian American issues in discussions and readings when viewing *Flower Drum Song*, for example.
[7] This course is still under consideration by the Curriculum Committee.

D. History

Overview

History is one of the oldest and most stable of academic disciplines. Its insights, methods, and pedagogy are centered upon the creation of narratives that explain human activities as they change over time. History's distinctiveness as a discipline is its examination of phenomena that occur in many places (such as land ownership, religious conversion, migration, and state formation) through an empirical focus on particular places and times. It unites the social scientific search for general principles and the humanities focus on cultural specificity and authored text. Successful history programs offer courses that span geographical and temporal locations.

History was a part of the founding vision of the School of Social Sciences, Humanities, and Arts at UC Merced. In 2003, a historian (Gregg Herken) was one of the first two faculty hires in SSHA. Another historian was added the following year (Ruth Mostern), and another the year after that (Sean Malloy). Two more historians (Susan Amussen and Sholeh Quinn) joined the faculty in 2008. In 2005, History was a track of the World Cultures and History major, one of nine opening-day majors planned by a systemwide task force. History became a free-standing major in 2006. In 2008, History became the first major at the university to offer an approved Honors program.

History enrolls more majors than any other major in HWC and the fifth highest in SSHA. We collaborate closely with the Global Arts Study Program (GASP), World Heritage (WH), Literature, and Anthropology, cross-listing courses and sharing electives, and we contribute fully to the World Cultures graduate group. A student whose dissertation focused on history was among the first UC Merced students to receive a Ph.D.

The anticipated retirement of Gregg Herken at the end of the Spring 2010 semester necessitates a full-time US history lecturer hire for 2010-11 and an immediate US History search simply to retain our current staffing. We need to expand our faculty to a minimum of eight members by 2012.

Challenges and Opportunities

- Strengths: The history faculty is successful and productive, and has attracted a number of graduate students. Our enrollments and enrollment growth are robust, and student evaluations for all history faculty are strong. The integration of history with GASP and WH supports UC Merced's interdisciplinary orientation. The history research, teaching, and curriculum bridges cutting-edge approaches such as transnational and digital history with strengths in traditional sub-fields such as political and social history. Our Honors program makes History an appealing major for Merced's most academically ambitious undergraduates.

- Weaknesses: The history program is woefully understaffed, especially in US history and in modern world history, particularly in light of the anticipated retirement of Gregg Herken. A successful history curriculum requires students to take courses that concern many historical periods and global locations. The UC Merced history program lacks coverage of many eras and world regions, compromising our ability to deliver a methodologically appropriate major. The only way for History faculty to participate in graduate education is for the program to hire lecturers to teach some upper-division courses as well as lower-division courses. This is educationally problematic, and risky in light of fluctuations in funding for these positions.
- Opportunities: The next three years offer a chance for the history program to make focused and targeted hires that enhance the strengths of the program, group, school, and campus. The history strategic plan and curriculum are well-organized and have consensus support of the faculty, allowing us to make good use of resources. The four Priority I hires laid out in this plan are the minimum we need to have a small but intellectually coherent program with adequate faculty rotations and a sufficient number of upper-division and lower-division offerings; we will be able to deliver an effective major and contribute to graduate education and synergistic activities on campus.
- Threats: If the History program cannot grow at a desirable rate, our most ambitious undergraduate students will transfer to other campuses. We may lose younger faculty to other universities. We will have inadequate staffing to contribute to graduate education. Our students will have to take classes from lecturers, even at the upper-division level, which will diminish their opportunities for intellectual mentorship and continuity. Finally, we will continue to offer a major that is not aligned with that of peer institutions.

Current Areas of Research Concentration

The History program has two tracks: US History and World History. The US History track has two faculty specializing in mid-twentieth century diplomatic history, including Gregg Herken, who will retire at the end of the Spring 2010 semester. The World History track has three faculty, each of whom specializes in an era in the history of a particular country and its civilization (China-Mostern, England-Amussen, Iran-Quinn) and all of whom also have an interest in transnational questions. All members of the program teach thematic courses as well as courses in their era and location of expertise. All members of the History faculty have a record of publication and grant funding consistent with UC expectations.

Current Undergraduate Teaching

The History major currently enrolls 75 students, 2.4% of the total UC Merced undergraduate population. The history minor currently enrolls 35 students, an additional 1.1% of the undergraduate body. Many History courses meet general education requirements and elective requirements for other majors, and History courses have an interdisciplinary enrollment.

History has the distinction of offering the only Honors major on campus, an opportunity for our finest students to work one-on-one with a faculty advisor and a second reader to complete a year-long piece of original research in their senior years.

In Fall 2009 History enrollments totaled:

Course Number	Course Name	Instructor	Enrollment
H10	World History to 1450	Quinn	49
H16	US History	Johnston (graduate fellow)	59
H80	Chinese History to 1350	Mostern	48
H100	Historian's Craft	Quinn	23
H117	History of South Asia	Meeks (instructor)	17
H130	The Cold War	Chi (instructor)	38
H139	US Race and Ethnicity	Malloy	27
H190	Applied Research	Malloy	4
H193	Honors Thesis Research	Malloy	2
TOTAL FALL 2009 HISTORY ENROLLMENT			**267**

Contribution to Graduate Education

All of the members of the History faculty are also members of the World Cultures graduate group and actively contribute to graduate education. The History contribution to graduate education is summarized in the following table (not including numerous independent study courses):

Name	Courses Offered	Committees Chaired	Committee Memberships
Amussen (since 2008)	WCH 201	From Union Institute & University: Vicky Gabriner, Ben Justesen, Elizabeth Hohl (completed or almost	N/A

		completed); Kathleen Halecki and Martha Sullivan (in progress)	
Herken (since 2003)	H 203, "The Historian's Craft"; H 250, "The Cold War, 1941-91"; H 200, "The Uses & Abuses of the Past"; H 299, Directed Reading: modern U.S. political history	Trevor Albertson Richard Ravalli	
Malloy (since 2005)	• U.S. Social/Cultural History • Race, Empire, and U.S. Foreign Policy	• Johnston (Ph.D.) • Deflin (MA)	• Williams (Ph.D.) • Ravalli (Ph.D.) • Winter (Ph.D.) • Acevedo (Ph.D.)
Mostern (since 2004)	• Humanities and New Media (twice) • China and World History (once)	• Goger (MA) • Hua (Ph.D.) • Meeks (Ph.D.) • Williams (Ph.D.)	• Albertson (Ph.D.) • Bond (CSUS MA) • Gainor (Ph.D.) • Grossner (UCSB Ph.D.)
Quinn (since 2008)	n/a	n/a	• Hill (Ohio University Ph.D.) • Venosa (Ohio University Ph.D.)

Proposed Faculty Hiring

Assuming that History retains its current share of the student body, and assuming an increase of 650 students per year in the UC Merced undergraduate population, there will be 120 history majors, 56 history minors, and 427 students enrolled in history courses by 2012. With the planned shift of majors to SSHA, and an expansion of the faculty, these numbers are conservative estimates.

	2009-10	2012 (assuming 60% increase)
#majors	72	120
#minors	31	56
Majors as % of total UCM student body	2.4	2.4
Minors as % of total UCM student body	1.1	1.1
Total enrolled students Fall 2009	536	857
Majors:faculty	13:1	n/a

In order to meet the requirements of the history curriculum and offer the necessary number and breadth of elective courses for that student body, we will need to offer 20 courses per year.

	2009-10	2012-13
# required lower division courses	4 (H10,11, 16, 17)	4
Minimum # lower division electives	2 (one per semester	2
# required upper division courses[8]	2 (H100, H191)	4 (2 sections each of H100 and H191)
Minimum # upper division electives[9]	6	10
TOTAL	14	20

For the purposes of calculation, we assume that each faculty member should teach a notional two undergraduate courses per year per faculty member. (This is a rough estimate that allows for graduate teaching, sabbaticals, leaves, and course remissions. Based on these calculations, UC Merced could support a History program with 9-10 faculty members.

We recognize that we cannot expect to make eight new hires in the next three years. However, it is important to contemplate these calculations to demonstrate what a sustainable growth plan would require in a resource-adequate environment. The **smallest** number of hires that will allow us to maintain a minimally functional History program in the next three years is **four**: one immediate hire to replace Gregg Herken, and three new hires. With an eight person program, we will be able to rotate each required lower division course between two expert members of the ladder-rank faculty, to more closely cover the globe and the major historical eras, to fill our most pressing lacunae, and to

[8] Assuming that honors thesis instruction remains an overload assignment.

[9] Each major must take six upper division electives over two years. Calculations assume a 35 student enrollment cap, given that we lack the TAs to grade the papers that must be assigned in upper division courses; when we have a significant number of graduate students, we may begin to enroll more students in upper division courses.

offer a marginally adequate number of classes for our students. The resulting 15:1 student-faculty ratio would be similar to that in other UC History departments.[10]

However, we want to emphasize that the minimum is not ideal. We have looked for comparison not just at other UC campuses, but also at small research universities. Among public universities, small research universities are rare, with the College of William and Mary most closely approximating our expected size of about 8,000 students. (It is important to note that 8,000 is less than half the size of the smallest of our sister campuses. It does not seem that any of the UC campuses can serve as good comparison schools for us). On the other hand, small, prestigious research universities are a bit less rare among private schools, with Brandeis, Brown, and Rochester being the three AAU members that enroll between 5 and 9 thousand students, and Dartmouth and Brown the two Ivy League schools. The departments at these universities range in size from 14 to 38, with an average of 28.6 faculty.

Rank I Priority Hires

Our most urgent and immediate need is authorization to hire a full-time US History lecturer for 2010-11 as a temporary replacement for Gregg Herken.

Our four highest priority permanent hires include three US History positions (the first of which is a replacement for Gregg Herken), and one World History position. At the end of this hiring phase, we will have four World History faculty and four US History faculty, with each track evenly split between specialists in early history and in modern history. The hires can be summarized on as follows:

Year	Positions
2010-11	• US: Colonial History (Rank: Senior) • US: History of Comparative Race and Ethnicity (Rank: Junior)
2011-12	• World: Mexican History (Rank: Junior)
2012-13	• US: Western/Environmental History (Rank: Junior)

- American History: Colonial and Atlantic World (17th-18th century): Colonial history has been energized in recent years through its attention to Atlantic dimensions of the field, to the role of Indigenous peoples in the Americas, and the relationship of Spanish, French, and English colonial empires across the Americas. We propose a senior hire in Colonial and Atlantic world history. This position would provide an anchor for the first half of the US history survey course; connect to the scholarship of Amussen on Britain and the Atlantic world, and Hull on the early contact period; a senior hire will provide visibility for our program.

[10] At UC Davis, over the past 5 years there have been between 490 and 412 majors, with a major/FTE ratio from over 17 to 13.2; at UC Riverside, there are approximately 460 majors in history or double majors with a large history component, with a major to FTE ratio of 16.4.

- American History: History of Comparative Race and Ethnicity (19th-20th century): History of Comparative Race and Ethnicity has been one of the fastest growing and most intellectually stimulating fields in the history profession over the last three decades, employing innovative and interdisciplinary methodologies to interrogate issues of identity, migration, language, and power in the United States and its contested borderlands. Hiring in this field would enrich the intellectual diversity of the history faculty and allow us to meet the considerable student demand for classes in this area. In particular we seek a scholar of comparative race and ethnicity whose specialties include Chicano/Latino History. The History faculty have received formal and numerous informal communications from current and prospective students expressing grave concern over the lack of curriculum in Chicano/Latino History. In light of our student body demographics and the UCM status as a Hispanic Serving Institution, it is vital that we address this crucial need immediately. We anticipate that this hire will also build further connections among the disciplines and support the planned Hispanic Studies graduate group as well as the World Cultures graduate group.
- World History: Mexican/Latin American History (18th-20th century). This position fills two gaps in the geographical and temporal range of the world history group. We currently have three faculty with expertise on the vast Eurasian land mass, but none who study the Americas outside of the United States. Given both our geographical location and our student population, research on Mexican/Latin American history is extremely important, and has been the subject of substantial student demand. This position is also synergistic with our planned Comparative Race and Ethnicity hire. Furthermore, all current world history faculty work before the eighteenth century, so it is also important to engage more modern periods. This will enhance our ability to teach the required world history survey sequence. Mexican/Latin American history also provides an important scholarly link to other humanities and social science faculty in SSHA, and supports the planned Hispanic Studies graduate group as well as the World Cultures graduate group.
- American History: US West/Environmental (19th-20th century). Environmental history is a vibrant and rapidly growing sub-field. Hiring in this area will deepen ties between the History program and the rest of the campus and offer the possibility of collaboration and significant grant funding. A Western Environmental historian may work on questions such as historical water rights, resource extraction, erosion, or climate change: all topics of immense contemporary urgency that benefit from a historical perspective. This position offers synergies with current faculty in Literature, Anthropology, Engineering, and Earth Systems Science, and would support the World Cultures graduate group as well as the History major.

Rank II Priority Hires

The goal of the next growth phase will be to expand the History program from a faculty of 8 to a faculty of 12. While we need to make more hires and see the direction of future campus growth before we can create detailed descriptions for these future positions, our general needs are clear. We need to make three more hires in World History in order to have a bare-minimum coverage of each world region, and we need to make one more hire in modern US history to meet projected student demand. We have identified several thematic areas that will inform our future positions: health, medicine, and environment; race, gender, ethnicity, and migration; and spatial and digital analysis. We anticipate the following future positions:

- Modern World: Africa/South Asia/Southeast Asia
- Modern World: Continental Europe/Imperialism
- US: Twentieth Century Social/Cultural History
- Premodern World: Africa/South Asia/Southeast Asia

Metrics for Evaluating Success

- Enrollment: We aim to maintain or increase our major share at 2.4% of the total student body and our minor share at 1.1% of the student body. We aim to maintain or increase our total student enrollment as a percentage of the student body. We aim to admit and graduate Ph.D. and MA students with a History focus through the World Cultures graduate group.
- Program Maturity: We aim for some representation of all world regions and historical eras. We need adequate hiring to support research synergies among History faculty and between History and other faculty.
- Grants and Publications: We expect to see productivity at a rate and quality that is standard for research university faculty in the profession and in the UC system.

E. Literature and Cultures

Overview:
Having divided from the initial World Cultures and History egg, the Literatures and Cultures major is part of the second phase in the gestation of undergraduate programs in the Humanities. Literatures and Cultures in conception is a combination of Comparative Literature and Cultural Studies, but it began with just two tracks, one in Literature of the English-speaking world and one in Literature of the Spanish-speaking world. It is now time to move into a third phase, dividing the major into three: English, Spanish, and a residual Literatures and Cultures major that can continue to generate new programs in literary studies, in both individual languages and a program in Comparative Literature and Cultures. Furthermore, we propose that the new English major combine with the writing minor, and that the Spanish major combine with the Spanish minor

Strengths/Opportunities/Challenges:
Literatures and Cultures is the 6th largest major in SSHA (out of ten majors), with a slightly more than a 2:1 ratio between those in the English-language track and those in the Spanish-language track. Judging by NCES (National Center for Education Statistics) data, these numbers are low comparatively, as English is, in the comparison group of majors offered by SSHA, the third largest major in B.A. granting colleges and universities nationally, and Spanish, while toward the bottom, should be about equal to Economics. If Literatures and Cultures were pulling the expected majors from traditional English and Spanish majors, it would trail Psychology by about a 2:3 ratio, would exceed History, Political Science, or Sociology by about 2:1, and would exceed Economics by nearly 3:1. The gap between expectations and performance probably has four causes, all of which our strategic plan seeks to address:

(1) The name of the major is not readily recognized.
(2) The number of majors in the Spanish-language literature track is always going to be influenced by the students studying the Spanish language, so it is now (for the most part) a subset of Spanish minors.
(3) The separation of English-language literature from the writing program eliminates the important and traditional synergies between reading and writing in English.
(4) The obvious career tracks for Literature majors in any of the modern languages are not clearly supported. For example, the lack of name recognition could make it for a UC Merced graduate to compete in the job market as a translator, as a journalist, or as a high school teacher with a B.A. in Literatures and Cultures.

We thus believe that new Spanish and English majors would significantly bolster enrollments in both of the new majors compared to the old. Indeed, with more properly defined majors UC Merced might come closer to the enrollment ratios seen at other U.S. universities. Given our location and the consequent

attractiveness of study in Spanish, we expect the new configuration to attract about 10-15% of SSHA majors, somewhere on the order of twice our current 6.5%. The advantages would be to:

- help balance the majors in SSHA, an objective worth pursuing as faculty in the Humanities are much less expensive than those in Psychology, Cognitive Sciences, or Business, requiring no laboratory spaces, lower start-ups, and lower salaries.
- Support general education (see the Writing Program's strategic plan)
- Introduce students to cutting-edge research in English- and Spanish-language literatures and cultures
- Bolster our ability to improve educational outcomes at all levels in the Central Valley by providing UC caliber graduates who can enter post-secondary education in both English and Spanish.
- Provide clearer and broader career trajectories for our students, including easier paths into graduate and professional programs.

None of this would come at any cost to the graduate program and would probably improve ladder-rank faculty research output by broadening the faculty base for university service (again, see the Writing program's proposal to convert a number of Unit 18 lecturers to Lecturers P/SOE; P/SOE faculty can serve on any Senate Committee that does not deal with personnel issues for ladder-rank faculty, and their explicit dedication to pedagogy means that they would be in an ideal position to work on assessment, general education, and similar tasks. A similar approach to Unit 18 lecturers in Spanish would provide even more Senate faculty to serve on committees).

More importantly, by blending current faculty in the LITC major with faculty in the two minors, the two new majors would enable us to come much closer to the numbers of faculty expected from a small, prestigious research university in the fields of English, Spanish, and Comparative Literature. Among public universities, small research universities are rare, with the College of William and Mary most closely approximating our expected size of about 8,000 students. (It is important to note that 8,000 is less than half the size of the smallest of our sister campuses. It does not seem that any of the UC campuses can serve as good comparison schools for us). On the other hand, small, prestigious research universities are a bit less rare among private schools, with Brandeis, Brown, and Rochester being the three AAU members that enroll between 5 and 9 thousand students, and Dartmouth and Brown the two Ivy League schools. Judging against the benchmarks that these schools provide, and assuming our target enrollment at the end of three years will be five thousand and our maximum will be eight thousand, we will need to expand our regular faculty in both English and Spanish.

English: Including those in both literature and writing, we have Gregg Camfield and Jan Goggans full time; Manuel Martín-Rodríguez in both English and Spanish; and Robert Ochsner, a member of the LIT group as well as the one Senate faculty member in the Writing Program (currently a full-time administrator, Ochsner is, we hope, open to being lured back to

50% time in teaching). The average of the five comparison schools is 27 "regular" faculty members.[11] We will need to increase our faculty size substantially in order to be even remotely comparable. Conversion of Unit 18 lecturers now in the Writing Program will provide much of this necessary expansion (15-16 faculty), but steady hiring of tenure-line faculty in English-language literature will also be required

Spanish: Including those in both Literature of the Spanish-speaking world and Spanish language, we have Ignacio López-Calvo and Cristián H. Ricci full time; Manuel Martín-Rodríguez in both Spanish and English; and Virginia Adán-Lifante, who is a member of the Literatures and Cultures group (the one Senate faculty member in the Spanish program) as well as the Language Coordinator. The average of the five comparison schools is 10 "regular" faculty members.[12] We will need to increase our faculty size substantially in order to be even remotely comparable.

Implementing these two new majors will not be inordinately difficult inasmuch as each will use courses already listed in the catalogue. It will not be inordinately expensive, inasmuch as the resources already allocated to the minor programs with which they will be merging will augment resources currently allocated to the two Literature tracks. Maintaining Literatures and Cultures on top of these two majors will not be difficult either, as the overlap in courses will mean that all of the courses Literature majors will need to graduate will be readily available.

We should be able to begin the process of spinning off the two majors this academic year, as a Spanish proposal is nearly complete and an English proposal is not far behind. We would expect that with WASC review, the new majors would be available for 2011-12.

Research, Grants and Awards:
The five faculty members who form the original core of the Literatures and Cultures major have each received a variety of grants and awards, from an Endowed Chair (Camfield), National Endowment for the Humanities (López-Calvo, Ricci), Chiang Ching-Kuo Foundation for International Scholarly Exchange (López-Calvo), American Institute for Maghrib Studies (Ricci), Newberry Library (Martín-Rodríguez), Recovering the U.S. Hispanic Literary Heritage (Martín-Rodríguez), and funding via the Graduate Resource Council, since the campus's

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[11] We are using Brown University's definition, which is roughly equivalent to our Senate membership. Brown University has 33 "regular" and 12 "non-regular" (i.e. part-time or visiting adjuncts) faculty in English; William & Mary has 39 "regular" and 11 "non-regular;" Dartmouth 30 and 29; Brandeis 18 and 6; Rochester lists only their regular faculty, at 23. All of these include some writing faculty in the "regular" group.

[12] We are using Brown University's definition, which is roughly equivalent to our Senate membership. Brown University has 10 "regular" and 1 "non-regular" (i.e. part-time or visiting adjuncts) faculty in Hispanic Studies; William & Mary's Hispanic Studies has 10 "regular" and 3 "non-regular;" Dartmouth's Spanish and Portuguese Department has 16 and 10; Brandeis University's Hispanic Studies has 10 "regular" faculty (they only list their regular faculty); Rochester lists only their regular faculty, 4.

first year. Additionally, despite heavy teaching and service loads, the faculty's scholarship has remained robust, with recent books (Ricci, López-Calvo, Goggans, Martín-Rodríguez) and peer-reviewed articles in top-tier professional journals from all faculty members, as well as new projects in online publications and public humanities, all of which have expanded the boundaries of research in the area of literary and cultural studies.

Teaching (current and projected):
Along with teaching our normal course load, faculty in both English and Spanish concentrations have pursued teaching areas which hold out innovative promise:

1. Environmental literature and writing: UC Merced's ongoing relationship with Yosemite, its new designation as a system-wide Natural Reserve, and the availability of the Wawona Research station, which houses at least 30 students, offer an exciting opportunity to build on creative writing and literary studies in the area of nature writing, national parks, and environmental literature. Faculty in both the English and Writing tracks have experience in putting on workshops, working in natural reserve systems, and teaching environmental literature. Courses in these areas will serve as a major draw to incoming students, highlighting the campus's proximity to Yosemite and its many avenues of research taking place within the park.
2. The Central Valley and California Studies: Faculty members in the writing program have already established an ongoing series of lectures by writers in the Central Valley and Greater California. The literary archive of Central Valley and Dust Bowl writer Wilma McDaniel arrived at Kolligian Library through faculty efforts, and an ongoing project introduces students to the public humanities by putting them to work curating an exhibit of Mark Twain in the Sierra foothills. California Studies, in general, offers students new ways to understand cultural production of various generations while also helping them to understand the current conditions of their own lives.

3. The faculty members in the Spanish-speaking world have developed a series of activities to improve the visibility of the program and to fulfill the goals of UC Merced's as a "Hispanic-serving institution:" organization of international conference, inviting scholars, writers and activists such as Luis Leal, Víctor Fuentes, Dolores Huerta, Najat El Hachmi, Cristina García, David W. Foster Mary Alice Waters, and Landry-Wilfrid Miampika, among others. They have also organized, along with different student associations (Amnesty International, MEChA, Latin American Student Association, Ballet Folklórico, Persian Student Association, Muslim Student Association) and faculty members from other disciplines, cultural activities such as an annual Human Rights Film Series, theater performances. Since 2004, they have been participating in parents' orientation meetings and outreach activities. Finally, they have engaged

graduate students in conferences as well as in national and international academic publications. They have taught courses and seminars dealing with different academic issues such as race and gender, migratory phenomena, exile, and transculturation.

4. The area of Chicano/a literature has boasted very healthy enrollments since UCM's opening days, and it encompasses teaching, research projects and academic/community events. The Chicano/a Literature series has brought more than twenty authors, artists, and scholars to campus and community venues. Three different research projects in this area have offered graduate and undergraduate students hands-on research opportunities. As the one area that brings together the two proposed majors, Chicano/a literature may serve as a model for the development of future areas of intersection between the proposed majors. The proposed creation of an interdisciplinary Chicano/a Studies major (currently under development) will also have a positive impact in this area.

Graduate Programs

Literature faculty members work hand in hand with the entire graduate group. Faculty offer graduate courses and have assumed the role as major advisor, committee chair, or committee member for Camfield (all doctoral, director of one dissertation, committee member of two); Goggans (director of one dissertation, committee member of two MA theses, and three doctoral); Ricci (director of one MA thesis, member of two doctoral committees and co-director of three dissertation committees in Italy and Spain); López-Calvo (director of 4 dissertations and member of three other doctoral committees, and member of a doctoral committee in Spain); Martín-Rodríguez has served as director of four Ph.D. and one M.A. committees.

In order to best expand the range of courses offered in each track and to provide –albeit on a small scale – the kind of academic program expected within the UC System and to serve the unique needs of the vastly underserved Central Valley, we anticipate the following hires over the next three years:

English

In addition to writing faculty conversions (see MWP plan), the English program will need to hire the following:

1. Early Modern British Literature. Since the beginning of serious study of literatures in modern (as opposed to classical) languages at the end of the 18th century, Shakespeare's works have been the most important and most studied in the corpus of English literature. That importance has not diminished, though Shakespeare's oeuvre is now usually studied in a wide range of contexts, including that of the early modern period, which was a major transitional period in Western

history as well as an important period in the consolidation of the English language as we know it. No program in English can be without a scholar of the period. Among the comparison schools, Dartmouth has the most innovative faculty configuration, yet even they have 3 faculty members dedicated to early modern English literature. Moreover, such a scholar would support both the graduate group and would bolster offerings in History, and, perhaps, the performing arts.

In addition, the newly reconceived English and Creative Writing major hopes to ultimately expand widely enough to utilize faculty strengths to offer students a secondary subject matter state accreditation in English. Many students in the Central Valley who major in literature hope to become teachers, and offering them the accredited means to achieve that goal will serve both them and the university itself. Rubrics from the California Commission on Teacher Credentialing clearly mandate that any program qualified by the state must include a course on Shakespeare. Thus, the inclusion of a hire in this area is imperative, since as an already established program, with declared majors, student need and demand has already been established, and a credential program could span programs in English and Spanish literatures, helping to prepare students in both concentrations for the vocation of teaching.

2. Romantic/Victorian British Literature. In this period, a number of artists and critics successfully defined imaginative literature as a primary medium of cultural discourse, moved literature out of elite circles into a much broader milieu, and validated the prophetic strain in literature as the most important. Not only are the literary forms and functions of this period enduringly popular, the very shape of literary study, as we know it, was created in this period. No program in English can be without a scholar of this period, either. Even the smallest of our comparison schools (Brandeis) has three faculty whose scholarship is mostly or substantially in this area; the most innovative (Dartmouth) also has three.
3. Colonial and Post-Colonial Literature in English. This is one of the most important emerging sub-fields in English literary studies, responding to the more rapid flow of ideas and people globally, exemplified by the outpouring of important literature from around what once was the British Empire. The focus could be wide or could concentrate on one of several areas, eg. Literature of Indian subcontinent, Australasia, Non-U.S. North America, Africa, all of which have rich traditions and active practitioners in English. Could also look at diasporas, connecting well to grad group.
4. Some combination of literature of identity (eg, ethnic literatures, lit by women, queer theory, etc) in English
5. A creative writer of significant stature to be brought in as a senior hire.

Spanish:

1. Spanish-language Linguist. Linguistics is key in the development of any top tier department of Hispanic Studies. In Dartmouth, 2 faculty members out of 16 teach linguistics.

2. Golden Age (or trans-Atlantic Golden Age/Colonial). It is quintessential in any Hispanic Studies department because it represents the foundation of modern Hispanic literature in its three main genres: narrative, theater and poetry. It represents the flourishing in arts and literature in Spain, coinciding with the political rise and decline of the Habsburgs dynasty. In Dartmouth, 3 out of the 9 faculty members in Iberian Studies teach Golden Age (including Portuguese, Race and Gender Studies), and one out of 7 faculty members in Latin American literature teaches Colonial literature,

3. Gender and/or race, area and period open, expertise in colonial literature or 19th century Latin American literature, preferred. In Dartmouth, 90 % of the faculty members in the Department of Spanish and Portuguese work on these fields. Two of them teach 19th C Latin American literature and four teach 19th C Iberian Studies.

Metrics of Success:

The first measure of success will be the establishment of the two new majors. Other measures will in part depend on this first success.

Faculty: We'll use the normal criteria articulated by the APM.

Graduate students:

- conference papers delivered
- publications
- grants and awards received
- time to degree
- job placements.

Undergraduate students:

- Increase in the number of majors, with a quick burst as when the two new majors are approved, as we expect many minors in Spanish and Writing convert to majors in Spanish and English respectively. We expect steady growth over the following years as the applicant pool becomes familiar with the change. By the time we reach a steady state in about six-to-eight years after both new majors are in place, we will expect to enroll around seven-to-ten percent of SSHA majors in English and three-to-five percent in Spanish.
- Publications in undergraduate journals.
- Involvement in research projects

- Placements in graduate programs.
- Employment.
- Community service.

F. Media Arts Program

Overview

In 2007 5% of all degrees Bachelor degrees in the UC System were conferred in Fine &Applied Arts. Since fall of 2005 **1, 868** students have enrolled in Media Arts Program courses.

Semester	MAP Total for Semester	MAP Total	Semester	MAP Total for Semester	MAP Total
Fall 2005	46	46	Spring 2008	129	486
Spring 2006	88	134	Summer 2008	22	508
Fall 2006	82	216	Fall 2008	219	727
Spring 2007	79	295	Spring 2009	268	995
Summer 2007	1	296	Summer 2009	95	1,090
Fall 2007	61	357	Fall 2009	351	1,441
			Spring 2010	427	1, 868

As shown above as of January 24, 2010 427 students have enrolled in the fourteen courses offered for spring Semester 2010 by the Media Arts Program (MAP). This number represents over 10 % of the 3,414 students enrolled at UC Merced. (Also, of the fourteen courses offered, nine have reached maximum enrollment.) Of the eighteen SSHA Programs, only one (**Psychology** which is the largest major on campus) has **higher** enrollment of students than MAP.

It must be noted that MAP is administered by one ladder faculty member in comparison to the other SSHA Programs and Majors which (with exception of Languages) all have between 7 and 2 ladder faculty members. For the past two years MAP has received funding for one visiting faculty (teaching 4 courses a year) and allotment of funding representing between two and four full time lecturers. Spring 2010 enrollment represents average of **60 students** per instructor and **30 students** per course.

The percentage of UC Merced students enrolled in MAP courses has been between 8 and 23 % since the campus has opened in 2005. Forty students have declared minor in Art as of fall semester 2009.

The statistics listed above indicate substantial student interest in the MAP curriculum, as well as its relevance to their chosen fields of study and the high quality of instruction. Additionally, the strong interest in MAP courses is a sign that UC Merced students seek a well-rounded education which must include the

arts. To deny our students the opportunity to study art is to deny them the education they deserve.

MAP courses are designed to give students tools to express themselves creatively and to offer them insight into how art is created. MAP aims to provide students with an environment in which they are free to explore, to experiment and to develop new techniques, but only after they have acquired the basic building blocks of each medium.

Courses also provide students with historical perspective on the various media represented in the Program and require writing and research in addition to the acquisition of technique and creative projects. (Global Arts Studies Program provides critical analysis and theory courses.)

The multidisciplinary focus of Media Arts Program is unique in the UC system. The strict division between art disciplines common to all UC campuses represents art education whose goals do not always adequately reflect the fluid state of the arts today. Contemporary artists employ multiple art media techniques to create works aimed at culturally diverse global audience.

MAP differs from many other university based art technique and practice programs by not emphasizing a particular art movement but by seeking to be inclusive. Throughout history the arts have been claimed as the exclusive domain by various constituencies from the Christian Church to cognoscenti of the avant-garde. The mass media and digital media have contributed to integration and cross pollination of art forms and their dissemination throughout the world. Thus MAP has been created in response to the trends and challenges of the twenty-first century. Its aim is to reflect and creatively confront the capacities of twenty-first century media arts which make it possible for artists to cross the traditional boundaries of art disciplines and to create new hybrid forms of art expression by integrating traditional artistic forms with digital technology. At the same time, MAP in its long term planning, wishes to bring attention to marginalized traditional art forms.

Every contemporary art form today utilizes digital technology. A research university campus provides a unique opportunity for exploration of the breaking down of established divisions between artistic and technological disciplines. A cross school position between SSHA and School of Engineering (which is necessary for fulfilling the mission implied in the name “Media Arts”) was proposed in 2006 but was denied. Current Strategic Plan requests this position again because it has the potential to attract students to both schools and is integral to of Media Arts Program’s long term goals. It also resonates with research interests represented in other SSHA Programs.

Whereas in the UC system technique and practice courses are generally open only to majors, MAP is designed to offer all UC Merced students access to both lower and upper division technique and practice courses. The long term vision of MAP offering courses to non-majors is crucial to the success of the Program, the Minor and the future B.A. This vision, if fulfilled, has the potential to attract students to UC Merced who would otherwise decide to study elsewhere by offering them a more focused art minor than the other UC campuses offer. The participation of non-majors is designed to integrate the Media Arts Program into

the academic goals of UC Merced students and thus to further amplify the interdisciplinary nature of the arts.

The National Endowment for the Arts*: Artist in the Workforce 1990 – 2005 Executive Summary Report* states that the artist population is growing more diverse; however Hispanic, Asian, Native American and African-Americans still represent only 20 percent of all artists. This statistic indicates a need to attract Hispanics, Asians, Native Americans and African Americans to study art on the university level. Students listed in the categories above are more likely to have been denied arts education before their arrival on a university campus. Many public schools have eliminated or curtailed art education curriculum. Throughout history the arts have represented one of the most inclusive populist forms of expression and have been integral in the human struggle to overcome exploitation, racism and other political and social inequities. Underrepresented students should not be denied the power that art has to transform and transcend. It is no more appropriate to provide students with courses that only talk about art than it is to provide them with courses than only talk about science. The technique and practice courses offered at UCM represent a laboratory-like setting where students are given the opportunity to form their own understanding of what art is and the potential it has to enrich their lives, as well as the basis to develop new forms of artistic expression.

II. Program Goals

The five year MAP Strategic Plan is designed to implement the following goals:

- Strengthen the Minor in Arts by finalizing the development of a comprehensive curriculum in the visual arts, music, architecture and new media
- Finalize the Proposal for an Individualized B.A. in Multidisciplinary Arts (Architecture, Visual Arts and Music) with a 5th Year Master of Arts Credential (originally planned for submission in Spring 2009 but now planned for submission in Fall 2011 **contingent on the allocation of 2 FTE in 2010-2011)**
- Develop plan for Master of Fine Arts Graduate Program in New Media

III. Resource Allocation

A. Faculty

The Media Arts Program consists of a sole faculty member, Dunya Ramicova who has been in charge of the Program since 2004 (the two faculty members hired with funding allocated to the arts are no longer affiliated with the arts, though the courses they offer are part of MAP planning for the B.A. The minor in Art consists of courses taught by both MAP and GASP faculty.)

Currently, Professor Ramicova is charged with administering an art technique and practice curriculum which at other University of California campuses is distributed over an array of schools, and departments with faculty members

numbering in the dozens. The task is daunting and frustrating since it is clear that the Program has strong potential to grow and to put UC Merced on the cutting edge of art education as well as making UCM more attractive to students. Without additional faculty much of MAP mission will remain not only unfulfilled but also endangered.

Proposal for **B.A. in Art** exists. It is designed to be implemented **with three ladder faculty members**, one visiting **Artist in Residence position** and **four full time lecturers.**

In the meantime, the existing Minor in Art needs to be revised, preparing ground for the eventual degree Program as well as graduate level courses.

It is important to note that the Minor in Art is interdisciplinary and that the B.A. Proposal utilizes for its requirements courses already offered by other SSHA Programs. Furthermore, the arts are naturally interdisciplinary in that their influence reaches into many areas of academic study at UCM such as digital technology, literature, history, psychology, management, anthropology and more.

The MAP strategic planning for FTE allocation is as follows:

1. Secure the continuity and development of the arts technique and practice (MAP) curriculum and the success of B.A. Proposal, 5th Year Master of Arts Credential and potential for development of Master of Fine Arts Graduate Program **by hiring two ladder faculty members in 2010-2011.**

Two positions have been identified which fit into the current and future plans of SSHA and the university: music specialist and sustainable architecture specialist.

1. <u>Music</u>

We need a music specialist with a broad spectrum of experience, and an interdisciplinary vision for the music curriculum to enhance the musicology curriculum offered by GASP. Music can potentially connect to many other areas of endeavor at UC Merced. As a twenty first century research university, UC Merced needs to develop a non-traditional approach to teaching music. Instead of focusing on traditional instruments, the projected music curriculum will concentrate on digital music technology and on exploring interdisciplinary connections while still offering strong foundation in traditional instruments and voice courses for those students who wish to continue their music education while at UCM.

<u>2.Sustainable Architecture</u>

Architecture has the potential to broaden the interdisciplinary collaboration with the School of Engineering as well as support one of the stated research themes of the university. Additionally, only two of the ten UC campuses offer undergraduate or graduate degrees in architecture: UC Berkeley and UC Los Angeles. This makes the offering of an architecture concentration/minor within MAP attractive since it has a promise of drawing more students to UCM. Curriculum in sustainable architecture adequate to give UC Merced BA degree holder opportunity to seek admission to a graduate Architecture Program will be possible with the hire of one specialist. MAP visual arts curriculum already offers

or is in process of developing lower division courses foundational for the upper division architecture curriculum. With the addition of two history of architecture survey courses that can be taught by a lecturer, the curriculum will be viable.

Here it is necessary to clarify that in the art technique and practice qualified candidates do not have PhD degrees (with some exceptions in music where there are professors with PhD degrees teaching Music Theory which is part of music technique and practice education. More common degrees for those who teach music technique and practice are Doctor of Musical Arts, DMA or Doctor of Music, DM. Faculty members teaching music technique and practice may also have Master of Music, MM degrees.) The most common terminal degree in the arts is Master of Fine Arts. However, highly acclaimed and accomplished practicing artists without terminal degrees teach at many music, performing arts and visual arts departments in the UC system and universities all over the world. To advance, practicing artists/academics have to meet criteria as stringent as those imposed on other academics, and to believe otherwise is to disrespect a large segment of the academe.

2. Seek **a cross school (SSHA and School of Engineering) position in 2011** to fulfill the mission of MAP to facilitate the exploration of the integration of technology and art and to provide students with a truly twenty first century art education.

This is a crucial part of MAP planning whose core is the exploration of digital technology in the arts and new media. Planning for this hire will be facilitated by the completion of the SSHA building where appropriate facilities for teaching courses in media arts and technology will be available (Please, see section B.) The basis for development of collaborative research and courses representing a bridge between technology and the arts already exists as at least two faculty in computer science and engineering (CSE) have research interests that are already aligned with this vision. Professor Kallmann's research interests include 3D modeling, computer graphics, and computer animation. Professor Newsam's research interests include image processing, digital libraries and multimedia.

3. **Secure the continuation of the funding for lecturers who are essential to the success of MAP.**

It is standard throughout the UC system to employ lecturers to teach art technique and practice. In the research conducted in the fall of 2008 which surveyed thirty seven UC art technique and practice departments, fourteen departments employed more lecturers than ladder faculty. Though long term planning for MAP does not envision a larger number of lecturers than ladder faculty, UC Merced has been in the fortunate position to attract excellent practicing artists who are willing to teach as lecturers. The five lecturers that have taught MAP courses in the past four years not only have significant professional credentials but have given many hours of dedicated service above and beyond of what is required of them. A Chair (half a million dollar endowment) in art technique and practice has been fully funded by Isabel Coates as of June 2008.

It is not clear when this endowment will become available to fund lecturers and/or visiting faculty as requested.

B. Space

Teaching art technique and art practice requires specialized and dedicated classrooms due to unique pedagogical needs. Though a variety of courses in art technique and practice have been offered at UC Merced since opening its doors to students in 2005, specialized classrooms and labs are required in order to fully develop art technique and practice courses. For instance, while lecturing is part of teaching technique and practice, students primarily learn “hands on.” Students draw, sculpt, use digital equipment, and sing in these classrooms. A section of the new School of Social Sciences, Humanities and Arts building (scheduled to open in 2010) has been designed to serve the needs of art technique and practice curriculum. There are classrooms, labs and offices specifically designated for teaching of art technique and practice. Two classrooms have been allocated for the digital media course needs. Additionally, there are extra large faculty offices to accommodate faculty artists working with students in one on one independent or directed study format. This specially designed space is more than adequate to serve the needs of MAP in its present form as well as for the projected B.A. and graduate Program.

MEDIA ARTS PROGRAM STATISTICS.

MAP courses consist of curriculum in **Visual Arts** (Drawing, Painting, Form in Space, and Photography), **Architecture, Music** (Instrumental and Voice), and Theater

The statistics provided for the other UC campuses include only Visual Arts, Architecture and Music, since the courses taught by MAP in Theater are primarily design oriented.
Statistics are provided for Academic Year 2009 -2010 for Media Arts Program. The statistics for the other UC campuses are from fall 2008. Anecdotally, lecturer FTE has been lowered at other UC campuses in the arts.

	Media Arts Program UCM -**2009-2010**	UC San Diego	UC Berkeley	UC Riverside	UC Davis
# Ladder Faculty	**1**	UCSD has no Architecture – **55** Faculty	**78** Faculty	Riverside has no Architecture – **16** Faculty	Davis has no architecture **32** Faculty
# FTE Lecturers	**3** & **1** Visiting Faculty	**43** Lecturers **1** Adjunct	**45** Lecturers **8** adjuncts	**3** Visiting Faculty 1 Adjunct	**25** Lecturers

	teaching 4 courses/year		**2** Visiting		
# Students in Major	N/A	B.A. offered	B.A. offered & A.B. (non-professional architecture degree)	B.A. offered	B.A. offered
% of all UCM Students enrolled in MAP in 2009 - 2010	Based on **3,414** students enrolled, **23 %**				
Total # of students enrolled in all classes 2009-2010	**789**				
#MA students	N/A				
# PhD students	N/A	Degrees offered: MFA & PhD, AM & DMA	Degrees offered: MA, MFA, PhD	Degrees offered: MFA	Dgrees offered: MA, MFA, PhD
# students in Minor	**40**				

	2008-9	2012-13 (assume 60% increase)
#majors	N/A	B.A. Proposal to be submitted Fall 2011 – Arts majors represent c.5% of all UC degrees granted – UCM **low estimate 2% of** 5,000 students = **100** students
#minors	**40**	**64**
Majors as % of total UCM student body	N/A	N/A

Minors as % of total UCM student body	**ca. 1 ½ %**	**ca. 1 ½ %**
Total enrolled students	**582** (including summer session 2009-95 students)	**872**
Majors: faculty	?	n/a

	2008 - 2010	2012-2013
#required lower division courses for Minor in Arts	One MAP One GASP	same
# required upper division courses for Minor in Arts	Four MAP or GASP	same
# required lower division courses for B.A. in Art	N/A	**Seven**
# required upper division courses for B.A. in Art	N/A	**Nine** & Senior Comprehensive Requirement

G. World Heritage

Introduction

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 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. UCM is the ideal place for creating an innovative program like WH, since it is a new campus and it is able to develop advanced forms of learning, research and communication, according to a multidisciplinary approach.

In the next three years, with the addition of two additional faculty members, we will be able to launch a World Heritage minor, as well as a track within the World Cultures Graduate program (or its successor).

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 humanities, CRM (Cultural Resource Management), economy, computer science, educational purposes and many others. GISs, 3D Landscapes, 3D documentation, laser scanning, virtual reality, virtual communities' environments will constitute the interdisciplinary and technological background able to engage students and instructors in very innovative and promising directions of learning, teaching and research.

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. 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 (see the last section of the document) and, eventually, a major, within SSHA to attract students to UC Merced, fostering and engendering interdisciplinary 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 foreseeable future, the creation of a specific Institute of World Heritage, the first in USA, would be the ideal house for this kind of studies, education and research.

Finally the key word "World Heritage" represent a natural link with the UNESCO's activities (and so with Yosemite Park which is also in the World Heritage List) and with international institutions and stakeholders working in this field.

TOPICS

--Interpretation and Evaluation (the traditional work of the humanities--why should we care about THIS monument)
--Variation and Transformation (history and geography--how heritage changes over time and across space)
--Management (heritage sites, parks, museums, archives, libraries, tourism, and heritage in the community--taking care of heritage)
--Communication and Media (how heritage can be interpreted and communicated through different digital technologies and media)
--Meaning and Memory (how heritage influences culture, how culture influences heritage)

Expertise Areas

Documentation (archaeological fieldwork, data recording, data capturing, surveys and reliefs)

Technology (state of the art of digital technologies in virtual heritage)

Conservation and Preservation (architectural analysis, monitoring, archaeometry)

Restoration (architecture, artifacts, techniques)

International Policy (CRM, laws, legal issues, international institutions)

Museums and Parks (management, analysis, policy, communication)

Interpretation and Communication (sites' interpretation and media)

Virtual Communities (social networks, cyber-heritage, embodiment, social heritage)

Staffing

Position 1 (2010-11): Architecture and Conservation, Associate Professor

Position 2 (2011-12): Museums and Cultural Resource Management, Assistant Professor

2013-15:

Position 3 Natural Heritage, Assistant Professor

Position 4 International Heritage, Full/Associate Professor

Infrastructure

The activity of the World Heritage (WH) Program at UCM is articulated in different multi-tasking spaces: training labs, research labs, and virtual rooms. The training labs are shared spaces (with the three schools across campus) where the students learn software, implement case studies and use technological

devices. The training labs are located in the Kolligian Library, and currently serve, in particular, the following courses: WH01 Introduction to World Heritage, WH02 Cyber-heritage, WH110, Reconstructing Ancient Worlds, WCH (World Cultures and History) 298 – 001 Mindscape and Cultural Landscapes. The labs are specific spaces dedicated to multidisciplinary research projects of virtual heritage (cultural and natural) and cyber-archaeology. These spaces host digital archives, data, metadata and specific software and hardware: in particular the Powerwall, just installed, can display in 3D and in stereo archaeological data and models (reconstructed, simulated and acquired in the fieldwork). We are planning to organize research workshops and advanced courses in this collaborative environment. In addition, planned networking connections with other Powerwalls (e.g, at UC Davis and at the California State Park headquarters in Sacramento) will allow us to share collaborative environments and participatory learning activities between students, professors, and researchers.

Virtual Heritage Lab

The Virtual Heritage Lab (directed by M.Forte), created under the umbrella of the WH program, SSHA, III floor, is a research multidisciplinary space for grad and MA students involved in research and educational projects in WH. Applications and software: GIS, remote sensing, photogrammetry, photomodelling, 3D modeling, virtual reality, computer graphics, laser scanning, geometrical post-processing, game engines.

Powerwall

Co-PI M. Kallmann is currently PI on the CNS-0723281 award “MRI: Acquisition of Equipment to Establish a Cognitive Sensorium and Visualization Facility at UC Merced”. The main component of this on-going project is the development of a facility for operation of the stereo multi-tile Powerwall visualization system. The visualization system is already fully operational, and a Vicon full-body optical tracking system is currently being integrated in the same room for initiating full-body collaborative visualization projects. The facility is reserved for visualization and motion capture uses and is available full-time for research development. The facility is interdisciplinary and a scheduling system is being prepared for accommodating the needs of multiple future projects. The facility has received maintenance support from UC Merced and also research support from the Center for IT Research in the Interest of Society (CITRIS). Due its high visibility, the facility is also becoming an important research showcase for UC Merced. All these activities are ensuring the continued development of the facility and its related research and educational projects.

Additional spaces/labs are necessary in the field of remote sensing and spatial technologies and in the area of conservation/archaeometry.

Active Research Projects

WH faculty and students are currently engaged in 5 different research projects: The Virtual Museum of the Western Han Dynasty (in collaboration with Xi'an Jiaotong University); Cyber-archaeology in virtual collaborative environments (in collaboration with UCB, UC Davis); 3D Copan (in collaboration with University of New Mexico, Fondazione Kessler, ETH); 3-Digging at Catal Huyuk (in collaboration with Stanford University); Virtual Teramo (in collaboration with Italian National Research Council); Virtual Worlds (Consortium of 7 international partners).

Grants

-World Heritage Faculty and students have received a significant number of large grants to carry out their research, from the Pacific Rim Research Program,, Microgeo, UCCP,: GRC, National Endowment for Humanities, CNR, Italian National Research Council, CITRIS.

H. Merritt Writing Program
Five Year Strategic Plan: 2010 - 2015

A. Overview

The academic mission of the Merritt Writing Program (MWP) divides into three main areas of curricular responsibility and two secondary functions of academic support. Each applies exclusively to undergraduate education:

Primary curricular mission:

- university-writing requirements for freshmen (2 courses)
- upper-division writing requirements (6-7 courses)
- minor in writing (12-15 courses)

Secondary functions:

- support for general education (e.g., Core 1 and Core 100)
- support for tutoring, mentoring, learning communities, supplemental instruction, and Summer Bridge.

Although some of these responsibilities and functions overlap, they are distinct enough to require separate administrative oversight distributed among three half-time appointments (a director, 50% appointment, and two assistant directors, each with 50% appointments), and several coordinators. The MWP also has two administrative-support staff, one for personnel and grant management and the other for assessment and scheduling.

MWP courses are taught entirely by Unit 18 Non-Senate lecturers, 35 of whom have full time appointments with a five course teaching load and another 10 with part-time appointments. Most of these 45 lecturers are routinely assigned to teach any of three courses that nearly all freshmen must complete (i.e., WRI 1, WRI 10 and Core 1).

Total enrollment in MWP courses each semester exceeds 30% of all undergraduates, or more than 1,000 students per semester in AY2009/10. For Humanities and World Cultures, the MWP generates about 51% of total credit hours, and for SSHA the MWP produces 28% of all the school's credit hours. Officially, 63 students have declared their intention to complete the minor in writing, making that program among the larger minors in SSHA.[13]

Since 2005 the entire MWP has convened to evaluate students' writing progress by reviewing results of pre- and posttest samples of in-class writing or by noting specific learning outcomes in cumulative examples of writing produced

[13] Enrollment information is from official data of the Office of Institutional Planning and Analysis.

throughout the semester. The outcomes that are assessed include organization and development of substantial ideas; quality, tone and logical consistency of an argument with a clear purpose for the intended audience; and command of the appropriate style and formal conventions of academic discourse. Students who earn passing grades demonstrate in their course portfolios that they have met or exceeded specific standards that have been established for each MWP course.

Except for the director's position, currently there are no dedicated FTE lines assigned to MWP lecturers; however, after six years of employment in the MWP, lecturers will qualify for post-six continuing appointments that are supported by dedicated FTE lines. In AY20010-11, as many as eight MWP lecturers will undergo review for post-six positions, and a significant number will be eligible for this review in subsequent years.

This pending change in the review and appointment of lecturers will have long-term implications for the MWP and the university. Accordingly, this five-year plan anticipates some of the challenges that this change poses and recommends a number of strategic responses.

B. Strengths/opportunities/challenges

General Education

About one-third of all MWP appointments are needed to staff Core 1, a writing-intensive course that fulfills a general education requirement for freshmen. There are several compelling reasons to transfer administrative and related funding responsibility for Core 1 from SSHA/HWC/MWP to the Office of Undergraduate Education. Unlike the dean of SSHA, the College One dean has primary responsibility as an advocate for resource allocations in support of Core courses. The recent appointment of the Vice Provost for Undergraduate Education as dean of College One ensures that funding for Core courses can be requested as part of long-term planning for the development of a university-wide curriculum for general education. Further, the MWP was never intended to be the sole academic unit for delivery of Core courses; instead, as originally planned by the founding faculty and as noted in the 2007 WASC response to our Application for Candidacy, that responsibility is best attended to by faculty from throughout the university.

Recommendation 1: Starting in AY 2010-11, <u>College One will have full responsibility for funding and staffing the Core 1 curriculum</u>. Since this change will be entirely administrative, it should not require any new resources.

Under the current model of Core 1 delivery, the MWP independently recruits and hires Unit 18 lecturers to staff Core 1 discussion sections. An Assistant Director (50% appointment) of the MWP serves on the Core 1 Advisory Committee, co-supervises Core Friday events, conducts orientations for new discussion leaders, and works closely with all the Core 1 discussion leaders to maintain consistency of instruction in about 30-

35 discussion sections per semester. The Assistant Director also conducts formative and summative assessment of learning outcomes for Core 1. In all other respects College One already has academic and support personnel assigned for the delivery of Core 1. The proposed recommendation would entail shifting current resources for the 50% Assistant Director position from the MWP to College One.

> **Recommendation 2**: By the end of AY 2010-11, phase out all Core 100 equivalencies staffed by the MWP.

In Spring 2006 and 2007, students completed the upper-division requirement for general education by taking Core 100, a course that replicates some features of Core 1 as it attends to all eight guiding principles of general education. For various reasons of cost, staffing and sustainability, Core 100 was suspended after its second year.

In Spring 2008, the Academic Senate approved a two-year plan that has allowed students to fulfill an upper-division general education requirement by taking one of the following MWP courses: WRI 100, 116, 117, 118 or 119. Like Core 1 and Core 100, each of these five writing courses already addressed or was modified to address all eight guiding principles of general education. Equivalency of MWP courses with Core 100 was based solely on this alignment with the eight guiding principles; in other words, the writing curriculum has served as a temporary alternative to Core 100 pending development of a general education curriculum that will satisfy the upper-division requirement.

Since these courses were not originally intended to serve this general education function, having them continue indefinitely as Core 100 equivalents potentially undermines development of the curriculum for the MWP minor in writing and a pending major program (to be discussed later). In effect, these courses were originally meant to be interrelated building blocks of the professional track in writing, but we are delaying development of that track in order to serve students who are fulfilling the upper-division requirement for general education.

For the last two years the MWP has waived prerequisites to our upper-division courses so that any student can enroll in Core 100-equivalents without having to complete WRI 25 or WRI 30 and WRI 100. We have also suspended plans to make WRI 100 a "gateway" course that introduces writing minors to areas of specialization in creative and professional writing. To further develop the minor program as the foundation for a major in writing, we need to resume enforcing prerequisites and begin implementing planned changes to our upper-division curriculum.

By the end of Spring 2010, the MWP will have fulfilled its two year commitment to provide an alternative to Core 100. We understand that this support for upper-division general education will likely need to continue for AY2010-11; we also recognize the possibility that one or more writing courses could be part of a long-term, multifaceted solution to the delivery of upper-division general education. Nevertheless, the MWP has reached the point of being overcommitted in support of general education, with

potential negative consequences for the MWP's mission and main responsibilities. In meeting those responsibilities, we must shift resources from a separate (non-MWP) general-education curriculum in order to develop our own curriculum. That shift will allow us to build out our e-portfolio system of assessment; refine online delivery of hybrid writing courses; and implement a proposed sequence of gateway and capstone courses for the writing minor as a foundation for a new major in literature and writing.

Major in English and Writing

> **Recommendation 3**: Merge the minor in writing with the major in English/American literature to establish a new English and Writing major.

In each previous Strategic Plan that the MWP has submitted since 2006, a main objective has been development of a major in writing. Realistically, this stand-alone major will not emerge without the appointment of Senate faculty to the MWP, a point discussed in Recommendation 4. As a related consideration, since the state's deficit problems remain unsolved, we will likely have several more years of inadequate state support for higher education. Under these circumstances of severely limited resources and competing resource needs of existing academic programs, a relatively cost-efficient means to establish a new major would be to merge two existing programs. Thus, rather than postpone indefinitely the creation of a stand-alone major in writing, the faculty in American/English literature and the MWP are proposing a new dual track major in English and Writing, with one track in literature and a separate but complementary track in writing.

This plan will combine instructional resources that can expand the range of courses offered in each track and achieve efficiencies in operations that cannot be matched by separate majors. Similar to the undergraduate English degree at UC Santa Cruz, the proposed tracks will allow students to focus on literature or writing as their primary area of interest, but they will also complete the same gateway (i.e., entry-level) and capstone courses that faculty from each track will jointly staff. This collaboration among faculty in each track will strengthen assessment of program learning outcomes and distribute instructional workload in ways that enhance curricular breadth and depth.

Except for UCSF, all UC campuses offer a B.A in English literature and most offer a B.A. in writing (UCR, UCSC) or a closely related degree in communication (UCD, UCSD), journalism (UCI), linguistics (UCLA) or rhetoric (UCB). These are well established majors[14] that draw students to other UC campuses; a comparable degree option at UC Merced, specifically as it combines literary study with writing theory and praxis, should attract students to our campus who do not currently identify us as a viable alternative. Similarly, students interested

[14] At UC Santa Cruz, their combined literature and writing B.A. degree is tied for fourth place for the largest number of undergraduate degrees awarded (UCSC Institutional Research & Policy Studies, 2009 data, http://planning.ucsc.edu/portrait/docs/ucsc_profile.pdf, p2)

in careers as English teachers will have opportunity to complete writing and literature courses that fulfill requirements for a Single Subject teaching credential in English. A full proposal for this new major is forthcoming.

Recommendation 4: Appoint qualified MWP lecturers as Lecturers with Potential Security of Employment (PSOE).

During their fifth year of employment at a UC campus, Unit 18 lecturers undergo review for "post-six" status for continuing appointments, a process that has already begun for eight MWP lecturers. If continuing status is affirmed, then each post-six lecturer's appointment is supported by an FTE line for three years, and is thereafter subject to renewal every three years unless an academic program is discontinued or the lecturer fails to perform at accepted levels of instructional and professional competence.

Although these post-six appointments do not confer the equivalent of tenured status, they nevertheless do allocate a line to the lecturer whose sole responsibility is for teaching (the instructional workload for MWP lecturers is five courses annually). In contrast, lecturers with Potential Security of Employment (PSOE) or SOE appointments teach the same number of courses as Unit 18 lecturers but are also members of the academic Senate who are expected to fulfill service responsibilities. In other words, unlike Unit 18 lecturers, P/SOE lecturers can contribute to essential administrative functions of the university in ways that broaden distribution of service tasks and therefore proportionally lessen the service workload of ladder faculty.

Salary scales for P/SOE lecturers are nearly identical to those for non-Senate Unit 18 appointments (http://www.ucop.edu/acadadv/acadpers/tab0809/tabcont.html). Upon closer inspection, in some respects Unit 18 lecturers are actually more expensive to employ since, by union regulation, they must be paid for any non-teaching work they do or alternatively receive an instructional workload credit, which is an indirect form of payment that requires hiring someone else to teach a course that the Unit 18 lecturer would have otherwise taught. P/SOE lecturers would not receive additional compensation for fulfilling their service responsibilities.

Although lecturers are expected to teach as their main responsibility, many of those affiliated with the MWP are also active writers who publish regularly in respected poetry and fiction journals or chapbook series. Others actively publish on composition and pedagogy, present at professional conferences, and serve on editorial boards. As Unit 18 lecturers, this scholarship has no official status and therefore is not included in reports of faculty productivity. P/SOE lecturers, in contrast, are required to submit annual bio-bibliography reports that include this information.

Unit 18 lecturers with Continuing Appointments will have an FTE line assigned to their position. We are proposing that over the next five years approximately half the lecturers in the MWP (15-16) be appointed instead with P/SOE status.

Recommendation 5: Appoint an Assistant Director for Instructional Technology

The MWP had already begun a full transition from paper portfolios of student-course work to e-portfolios. We are also requiring all Unit 18 lecturers who undergo post-six review for continuing appointments to submit an e-portfolio that documents their teaching effectiveness and their engagement with the scholarship of teaching and learning.

The proposed Assistant Director position will be grant-funded (50% of full-time). In addition to implementing a robust e-portfolio system, this appointment will help coordinate assessment functions for efficiently tracking academic performance of students. A digital system of data collection will further provide the MWP with relevant information about program learning outcomes. As a related responsibility, this position will conduct training sessions for students and faculty on the use of e-portfolios and their integration within the university's course management system, UCMCROPS/Sakai.

C. Research, Grants and Awards

Since 2005 the MWP has been awarded over two million dollars in grants from federal, state, and private sources. These include the U.S. Department of Education (Title V and FIPSE), the Spencer and Hewlett foundations, numerous state of California writing project grants, and several UC-system grants (one Humanities and two Institute for Research in the Arts).

Most often these grants have funded academic-support programs such as tutor training, peer mentoring, learning communities, supplemental instruction, TA training, and summer "bridge" experiences for entering freshmen. With these external resources we have also sponsored the university's *Undergraduate Research Journal;* helped pay for publication of the *Fairy Shrimp Chronicles*; co-sponsored our campus Common Read Project; paid to have Alan Weisman, author of *The World Without Us*, address the Core 1 class in Spring 2010; and funded undergraduate and graduate student researchers to attend professional conferences. These are important contributions to the university's mission as a student-centered research university, and key examples cited in our Capacity and Preparatory Review report that was recently submitted (July 2009) to WASC.

As previously noted, Unit 18 lecturers in the MWP have published in refereed journals, delivered invited papers at professional conferences, and routinely given public readings of their creative work. As one notable example of creative

scholarship, in 2009 Jared Stanley won the international Crashaw Prize for poetry with his collection titled *Book Made of Forest*.

D. Resource and Space Requests

In Fall 2009 the MWP administrative staff was moved from the 3rd floor of SSHA to the 2nd floor, away from all the (45) lecturers who rely on their support and from the director and both assistant directors. Lack of direct access to support staff impedes efficient operation of the MWP, and it significantly undermines the director's ability to assess the job performance of key personnel. Assuming the MWP will no longer be staffing Core 1 discussion sections, several offices in the inner area of COB's third floor should become available in Fall 2010. At that time returning the MWP support staff to the inner section of the 3rd floor will not affect allocation of "outer" offices reserved for faculty. We are requesting this change in office location as part of the MWP's five year plan.

Approximately 85% - 90% of all MWP staffing is for campus or system-wide requirements in writing such as WRI 1 and WRI 10 and the "core" curriculum for general education (Core 1 and temporarily for Core 100). Nearly all of the remaining 10% - 15% supports our minor in writing. If the university meets its projected goals for new enrollment in Fall 2010, then we will need to staff courses for about 1250 freshmen and 145 transfers.

To staff university writing requirements for freshmen (WRI 1, 10 and writing-intensive discussion sections of Core 1), we will need about 30 lecturers. This total allows for a 10% failure in freshman writing courses resulting in additional sections that are needed for students retaking a course.

For AY 2010-11, the MWP will also continue to offer an "equivalent" of Core 100 so that juniors and seniors can fulfill the upper-division requirement for general education. The relevant courses for this purpose are WRI 100, 101, 117, 118, and 119. After AY 2010-11, the Writing Program will no longer staff additional sections of these courses as a temporary alternative to Core 100. We project a need for 4 lecturers who will staff these courses for the upcoming academic year.

Additionally, the MWP staffs several School and major-program requirements. For Natural Science majors, we annually offer about 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. To staff WRI 116 we anticipate hiring two full-time lecturers. Similarly, Psychology majors are now required to complete WRI 101 (Writing in the Disciplines: Psychology). To staff approximately 4 sections of that course, we anticipate hiring one full-time lecturer and one part-timer whose appointment might be upgraded to a full-time position if enrollment in WRI 101 and/or 116 warrants that change.

Enrollment each semester in writing minor courses has been strong; preliminary indications based on students taking more than two minor-program courses suggest that as many as 75 students plan to complete the minor in writing, or 10-15 more than have officially declared this intention. Another 50 are likely to take at least one writing course as an elective. Based on these projections, we will need 2-3 full-time lecturers.

Currently (AY2009-2010), the MWP employs the equivalent of 40 full-time Non Senate Faculty lecturers (equivalency is based on total number of sections taught by full-time and part-time hires). For the upcoming academic year, AY2010-2011, we are requesting funding that will enable us to offer enough sections of required writing courses for freshmen and juniors—about 40-41 positions.

University-writing requirements for freshmen:	30
Upper-division writing & GE requirements:	8
Minor in writing:	2-3
	40-41 lecturers

If the MWP succeeds in having Core 1 responsibilities transferred to College One, then we will be hiring 10-11 fewer lecturers; also, if we no longer staff sections of Core 100 equivalent courses, then 3 fewer lecturers will be needed. The net result is shown in the following table, with the last two columns indicating assignment of lecturers to teach Core 1/100 sections versus no assignment for those courses.

Five Year Projections for MWP Hiring

Academic Year	Projected Enrollment			Lecturers needed:	
	Total	New Freshmen	Transfers	+ Core 1/100	- Core 1/100
2010 - 2011	3593	1258	153	41	28
2011 - 2012	4018	1348	155	42	29
2012 - 2013	4335	1430	157	43	30
2013 - 2014	4605	1513	160	44	31
2014 - 2015	4981	1572	189	45	32

As this table shows, by transferring responsibility for Core 1/100 to College One, the MWP will achieve a much more manageable size of 32 lecturers by AY2014-15.

Further reductions can be achieved by gradually assigning TAs to teach courses that fulfill university, school or program writing requirements. Unfortunately, there is no obvious metric for estimating how many TAs might be available to teach writing courses since they would also be needed to staff discussion sections in growing undergraduate majors. Staffing of Core 1 discussion sections could also include TAs, but the scalability of that course beyond a threshold of 1500 freshmen poses significant problems for the existing Core 1 curriculum.[15]

D. Metrics of MWP Success and Public Service

The Merritt Writing Program generates the majority of FTE for Humanities and World Cultures. Despite generating more than half the FTE for HWC, we receive no allocations for Senate-faculty appointments. Overall, MWP course enrollment averages about 18-19 students per section in classes with a 20 student cap, or about 90 students total in the five classes that full-time lecturers teach. The total cost per full-time lecturer appointment averages about $51,240 with benefits. On average, the cost of hiring lecturers is about 40% lower than the cost of hiring ladder-faculty (estimated at $87,500 regardless of rank and not including benefits). Calculated in terms of instructional units, each lecturer teaches about 320 units (90 students annually X 4 units per section = 320 units). This total exceeds the break even point for a steady-state writing program; it also indirectly supports the hiring of additional ladder faculty through our accumulated FTE.

Through grant support for the MWP's Summer Bridge (SB) Program, we have had remarkable success in preparing "at-risk" freshmen for their first year at UC Merced. Compared to other freshmen at our campus with similar academic and demographic profiles, the first 40 freshmen to complete SB have performed at a much higher level academically than their peers. Confirmed by an independent evaluator, the academic success of SB also has a financial counterpart in that last year (Summer 2009) we generated over $105,000 in Summer Session funds that the EVC distributed to the Schools.

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[15] Current projections by Institutional Planning and Analysis have our campus enrolling about 1500 new freshmen in Fall 2013. Since Lakireddy auditorium cannot accommodate more than 375 students for lectures, each increment of 375 students requires another lecture presentation and a related commitment of faculty time to this course. Also, since the Core 1 discussion sections are writing-intensive, those classes are capped at 20 students, and classrooms with a 20 student maximum are already fully utilized. Moving additional discussion sections to larger classrooms would negatively affect space utilization audits and related campus requests for new instructional buildings. That shift would also create scheduling problems for other courses with 25 or 30 student discussion sections. Conversely, increasing class enrollment from 20 to 25 or 30 students per Core 1 discussion section would negatively affect writing instruction and significantly increase workload, with risk of union grievances. However these spatial, curricular and workload matters are resolved, the current form of Core 1 should not be expected to scale up in sync with annual increases in the number of freshmen.

As related pedagogical point that demonstrates MWP instructional effectiveness, 2005-2009 UCUES data show that UC Merced freshmen who began at our campus (first two sets of bar graphs) identify themselves as weak writers, typically below the average of all other UC campuses. Yet by their junior year, these students match or exceed their other UC peers in confidence levels for writing ability. [The last two sets of bar graphs represent transfer students who completed freshman-writing requirements elsewhere.]

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The MWP cannot take full credit for this increased confidence among our students, but we can demonstrate through extensive assessment of writing and general education courses that our students improve significantly as writers. In sum, as a relatively inexpensive unit of the university, the Merritt Writing Program makes a pedagogically vital and arguably essential contribution to students and faculty.

E. Summary of Staffing Requests for AY 2010-2011:

1. Appoint 40-41 full-time lecturers. Specific staffing needs are shown below:

WRI 1:	40 sections (1250 freshmen; about 60% failure rate for the AWPE and about 10% failure rate in Fall semester sections of WRI 1)
WRI 10:	55 – 60 sections (1250 students, including those from AY 2009-2010 who deferred taking this course until their sophomore year, as is the policy in the School of Engineering)
WRI 11	2 sections
WRI 25	3-4 sections
WRI 30	2 sections
WRI 100	6 sections (fulfills Core 100)
WRI 101	5 sections (fulfills Core 100)
WRI 105	2 sections
WRI 110	2 sections
WRI 116	10-12 sections (fulfills Core 100)
WRI 117	6 sections (fulfills Core 100)
WRI 118	1-2 sections (fulfills Core 100)
WRI 119	4 - 5 sections (fulfills Core 100)
WRI 120	1 section
WRI 125	2 – 3 sections
WRI 130	1 – 2 sections

WRI 131 2 sections
WRI 150 1 section
Core 1: 65-70 sections (1250 freshmen plus about 100 who did not take this course their freshman year)
USTU 10 2 sections
USTU 110 1-2 sections

2. Convert Unit 18 lecturers with Continuing Appointments to P/SOE positions

Fall 2010: 6 PSOE
Fall 2011: 4 PSOE
Fall 2012: 5 PSOE

3. Appoint an Assistant Director for Instructional Technology (50% position). This position will be entirely grant supported and will not require allocation of any additional stateside resources.

Psychological Sciences Strategic Plan[16]

0. Executive Summary

Psychological Sciences has become a key discipline to UC Merced, with high undergraduate and graduate student enrollment, substantial external grant funding, and internationally recognized scholarly productivity and excellence in developmental, health, and quantitative psychology. Its primary need is to hire new ladder rank faculty to reduce the extremely high student/faculty ratio and the over-reliance on Unit 18 lecturers. Psychological Sciences has 7 (15%) of SSHA's approximately 46 faculty. By any metric, Psychological Sciences is drastically understaffed. If faculty were allocated in proportion to the number of majors (39%), for example, Psychological Sciences would have 18 faculty. This strategic plan outlines a three year hiring plan that would add 10 new ladder rank faculty, recognizing that the current budget situation may preclude meeting that goal fully. Secondarily, there is need for additional laboratory research space. The Social Sciences and Management building will provide that space when it opens in 2011 or 2012, as it is equipped with labs ranging from 450-600sf. Psychological Sciences faculty anticipate being allocated at least one of those labs per faculty member, commensurate with other UC campuses. The Appendix to this document provides information concerning the strategic planning criteria outlined by CAPRA and by the Provost.

[16] The administration has not requested that strategic plans be in any particular format. Consequently this strategic plan continues to use the format from past years requested by former Interim Dean Hans Bjornsson.

1. The Mission and Challenges

The Psychological Sciences Section of SSHA offers a broad undergraduate curriculum spanning all its subspecialties, and it offers graduate training with focused excellence in Developmental Psychology, Health Psychology and Quantitative Psychology. The main challenges are a shortage of ladder rank faculty given enrollment, and a shortage of space.

2. The Vision

Psychology has been identified as one of seven "hub disciplines"[17] in science—a key discipline with high scholarly activity that involves frequent and strong links to other disciplines (the other six hub disciplines are Mathematics, Physics, Chemistry, Earth Sciences, Medicine, and Social Sciences). Hub disciplines are both disciplinary and inter-disciplinary at the same time. The Psychological Sciences faculty believe that the scholarly reputation of UC Merced depends crucially on fostering the growth and excellence of all these hub disciplines. The role of Psychological Sciences at UC Merced is to be such a hub by creating disciplinary excellence with strong inter-disciplinary links.

3. The Overall Goals and Strategies

Psychological Sciences aims to

- Develop a writing-intensive undergraduate Psychology curriculum with opportunities for undergraduates to work on faculty research.
- Develop scholarly excellence in Developmental, Health, and Quantitative Psychology, reflected in successful publication and grant production.
- Develop a graduate training program in Psychological Sciences that produces research-oriented doctoral graduates who work in research settings in education, in government, and in the private sector.

4. The Organization and Administration

The Psychological Sciences Section of SSHA was created in Fall 2007, and has functioned as an independent organizational unit since then. It is currently staffed by seven ladder rank faculty: Assistant Professor Michelle Chouinard, Assistant Professor Yarrow Dunham, Assistant Professor Michael Hoyt, Professor William Shadish (Academic Personnel Chair), Assistant Professor Anna Song, Associate Professor Jack Vevea, and Professor Jan Wallander. In addition, a number of Unit 18 lecturers teach undergraduate Psychology courses. A proposal to recognize Psychological Sciences as a Bylaw 55 Unit accompanies this strategic plan.

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[17] Boyack, K.W., Klavans, R., & Borner, K. (2005). Mapping the backbone of science. *Scientometrics, 64*, 351-374.

5. Education

Psychological Sciences is the second largest major at UC Merced. In Spring 2010, it served 340 Psychology undergraduate majors (39% of the 871 SSHA declared majors). The ratio of Psychological Sciences majors to Psychological Sciences ladder rank faculty is 48:1—far higher than for any other SSHA major (except MGMT, which has no faculty). The Psychology minor serves 66 students, third highest in SSHA. Psychological Sciences undergraduate courses have about 20% of all SSHA credit hour production. The undergraduate major is writing intensive and provides many opportunities for undergraduates to participate in faculty research.

At the graduate level, Psychological Sciences currently has eleven graduate students, and its training program functions as part of the Social and Cognitive Sciences (SCS) graduate group. This is 41% of the total number of graduate students in the SCS graduate group and 26% of the total number in SSHA. The faculty are near completion of a CCGA and WASC application for an independent graduate group in Psychological Sciences. Two years ago, the faculty took several steps to increase the publicity of our graduate training. The payoff is occurring now—applicants for Fall 2010 have increased dramatically compared to previous years. Preliminary data provided about the number of applications for graduate training in the SCS graduate group on January 22, 2010, showed that 34 of 55 applicants were to Psychological Sciences; three more applicants listed both Cognitive Science and Psychological Sciences. Applications to Psychological Sciences this year are more than triple the average number of applicants to Psychological Sciences in past years, and more than triple the application pool of the nearest competitor: Cognitive Science with 9 applicants. Consistent with the high demand for graduate training in Psychology at other UC campuses, we anticipate continued growth in the applicant pool in future years.

6. Research

Psychological Sciences emphasizes three areas of research: Developmental Psychology, Health Psychology, and Quantitative Psychology.

Developmental Psychology at UC Merced currently focuses on childhood, with interests in cognitive development, language, and social development. Faculty in this area have strong overlapping interdisciplinary interests with the UC Merced Cognitive Science area. Future developmental hires will build on these strengths, but also expand the breadth of developmental interests at UC Merced into developmental neuroscience, and will broaden the age of our focus to include research with infants. In accord with this, our next priorities are hiring faculty members with research interests in these areas. Such hires 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 neuroscience is a particular future hiring priority; as 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 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, cardiovascular, and immunological systems that are often the proximal causes of diseases. Health psychology also includes activities to promote physical health and prevent disease, which draws broadly from clinical psychology all the way to public health. 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 biomedical and population health research and education programs. Health psychology also usually fares extremely well in generating, often large amounts, of extramural research funding, often in large amounts.

Our priorities are to add faculty in health psychology who can bring teaching and research expertise in areas such as (a) experimental study of behavior-health links, (b) intervention and prevention program development and evaluation, (c) cultural disparities in health, (d) biological mechanisms linking behaviors to physical health (e.g., employing measures of nervous, cardiovascular, endocrine, and immunological systems), and (e) meta-analysis of effects in health psychology. Interests in health issues prevalent in the Central Valley will continue to be of high priority within the aforementioned research areas. Furthermore, we are keen on building strengths within these areas in health issues during childhood and adolescence, to continue forging links with the developmental psychology area. However, we will also consider expanding coverage in the faculty group into health psychology applied to adult and aging periods as we grow.

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, but will also have enough faculty to offer doctoral training in Quantitative Psychology. 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 (APA) 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. Mostly, we will choose hires in quantitative psychology that complement the needs typical of developmental and health psychology. Thus we place high priority on hiring faculty with skills in (a) longitudinal data analysis, (b) multilevel modeling, (c) categorical data analysis, and (d) structural equation modeling. A second level priority would be a hire in psychometrics such as in item response theory; psychometrics forms the backbone of many quantitative psychology programs, so exposing quantitative psychology students to that area is important. Finally, the two current quantitative psychology faculty members (Shadish, Vevea) are experts in meta-analysis. Currently in the United States, there is no training program specializing in meta-analysis. So we will give special priority to recruitment of faculty who can contribute to the development of such a training program in meta-analysis.

In the long term, Psychological Sciences 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 Psychological Sciences, 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

Psychological Sciences currently envisions three primary venues for interdisciplinary collaboration. First, Psychological Sciences has been successful in seeking and hiring faculty who have overlapping interests that can support the Cognitive Science program, such as Yarrow Dunham, a developmental psychologist who has strong cognitive training and interests, and Jack Vevea, a quantitative psychologist who has developed quantitative models of cognitive phenomena.

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 health research at UC Merced. For example, Professor Wallander led the recent successful effort to bring an interdisciplinary NIH-funded Center for Health Disparities Research to UC Merced.

Third, faculty who will be hired in Quantitative Psychological Sciences 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, Professor 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

Psychological Sciences 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, Psychological Sciences 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, Psychological Sciences faculty routinely participate in outreach efforts. For example, Dunham and Song have served on the SSHA Recruitment and Retention Committee, and a number of faculty have participated in recruitment forums for Psychological Sciences, SSHA, or UC Merced. Similarly, Wallander has served as a faculty speaker for the Transfer Student Recruitment into Psychological Sciences.

9. Resources

9.1. Faculty

Psychological Sciences has 7 (15%) of SSHA's approximately 46 faculty. *By any metric, Psychological Sciences is drastically understaffed.* If faculty were allocated in proportion to the number of majors (39%), for example, Psychological Sciences would have 18 faculty.

2009-2010 Academic Year Searches (start date July 1, 2010). Psychological Sciences is currently searching two position:

1. Assistant Professor in Developmental Psychology, preferably specializing in infant development, cognitive development, or developmental cognitive neuropsychology. The advertisement for this position notes that selected candidates with interests in learning disabilities broadly defined may be eligible for an endowed chair. *Note this position was a Full Professor position initially allocated in 2005, then filled by Carol Tomlinson-Keasey, then searched in two subsequent years without being filled, and finally downgraded to Assistant Professor this year. Developmental Psychology is the only Psychological Sciences specialty without a tenured faculty member, and such a member is our highest priority for new positions.*
2. Full/Associate Professor in Health Psychology, preferably specializing in child and adolescent health, cultural influences on health, experimental approaches in health psychology, or the prevention and treatment of health problems common in the Central Valley such as obesity or poor prenatal care.

CAPRA's instructions for submission of strategic plans said it is not "necessary to describe very long-term strategic aims not related to current resource requests". Given this instruction, coupled with the bleak budget picture for 2009-2010, we do not submit long term hiring plans in this document, though they are available on request. For next year, the Psychological Sciences strategic plan calls for the following hires.

Requested Searches over the Next Three Years. This year's strategic plan requests hiring preferences over the next three years at four per year. We realize that UC Merced has never allocated four positions in a year to Psychological Sciences. Nonetheless, we request this because it recognizes how badly understaffed we are compared to other areas. It is what we need to begin to reduce our student/faculty ratio and our dependence on lecturers. If either of the current academic year searches fails to result in a hire, our first priority is to continue to search that position(s) as our first priority in the subsequent year. After those positions are filled, we request authorization to search the following positions, in order of preference:

1. Full/Associate 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 cognitive neuropsychology or personality development.

2. Assistant Professor in Quantitative Psychology specializing in either longitudinal data analysis or multilevel modeling.
3. Full/Associate 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 cognitive neuropsychology or personality development. This hire will give Developmental Psychology as many tenured faculty as Health Psychology and Quantitative Psychology have been allocated.
4. Full/Associate Professor in Health Psychology specializing in one of the areas not already hired.
5. Full/Associate Professor in Developmental Psychology specializing in one of the areas not already hired.
6. Full/Associate Professor in Health Psychology specializing in one of the areas not already hired.
7. Assistant Professor in Quantitative Psychology specializing in either longitudinal data analysis or multilevel modeling.
8. Associate/Full Professor in Developmental Psychology specializing in one of the areas not already hired.
9. Assistant Professor in Health Psychology specializing in one of the areas not already hired.
10. Assistant Professor in Developmental Psychology specializing in one of the areas not already hired.
11. Assistant Professor in Health Psychology specializing in one of the areas not already hired.
12. Assistant Professor in Quantitative Psychology specializing in either longitudinal data analysis or multilevel modeling.

In each of these cases, if the UC administration does not allocate sufficient funds to hire tenured faculty, we would replace the Full/Associate Professor lines with lower rank lines.

If all are successful, these searches would yield the following distribution of faculty hires across developmental, health, and quantitative psychology at the end of this period.

Start Date	Developmental	Health	Quantitative
Current Academic Year	2	3	2
July 1, 2010	3	4	2
July 1, 2011	5	5	3
July 1, 2012	7	6	4
July 1, 2013	8	8	5

9.2. Space

Psychologists require one office per faculty member, and laboratory space. Quantitative Psychological Sciences 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. Although space within the Classroom and Office Building is extremely tight, we have been assured by the administration that sufficient space for these labs will be available on campus when the Social Sciences and Management (SSM) building opens in 2011 or 2012.

Therefore, for the seven current Psychological Sciences faculty, about 2650-3600 square feet of lab space is needed on campus. If both current searches are successful, an additional 900-1200 square feet will be needed by Fall 2010, for a total of 3750-4800 square feet of lab space (plus one office each). The Classroom and Office Building does not have sufficient space to meet these needs; but the new Social Science and Management (SSM) building scheduled to open in 2011 or 2012 should contain sufficient space for the medium term future. Consequently, our existing faculty have agreed to use less space until SSM opens; and we are letting new hires know of the temporary space shortage. So far, all potential new hires have expressed willingness to wait until SSM opens to have their lab needs met.

9.3. Finances

Psychological Sciences has the following financial needs:

1. Psychological Sciences has been allocated the equivalent of three FTE Lecturers during the 2009-10 academic year. This support needs to be continued to maintain current enrollment, and can be expanded to increase enrollment. Upper division undergraduate PSY courses are capped at 80, and nearly all reach their caps, so demand clearly exists to support expanded enrollment.
2. Psychological Sciences requires an allocation of teaching assistantships commensurate to its enrollment. It currently receives such an allocation and anticipates this will continue.

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

1. Shadish, W.R. (Principal Investigator). A d-estimator for Single Case Designs. Institute for Educational Sciences, U.S. Department of Education. $974,523 total costs (2010-2013)
2. Shadish, W.R. (Co-Investigator and Campus Director). “University of California Educational Evaluation Center”, University of California Multi-

Campus Research Program and Initiative, $2,200,000 total costs (2010-14). John Yun (UC Santa Barbara), Principal Investigator.

3. Song, A.V. (Principal Investigator). "The Role of Perceptions in Adolescent Tobacco Use". NIH/NIDA/LRP (Pediatrics), $44,496 (2008-2010).
4. Vevea, J.L. (Consultant). "Vocabulary Development through Writing." Department of Education, Institute for Educational Sciences. $1,402,533 total costs (2006-2009).
5. Vevea, J.L. (Consultant). "Explicit Scaffolding for Word Learning." Department of Education, Institute for Educational Sciences. $1,017,477 total costs. (2008-2011).
6. Vevea, J.L. (Co-Investigator). “Measuring Vocabulary Knowledge with Testlets: A New Tool for Assessment.” U.S. Department of Education, Institute for Educational Sciences. $2,036,502 total costs.
7. Wallander, J.L. (Co-Investigator). “Brain Research to Ameliorate Impaired Neurodevelopment-Home-based Intervention*,”* NICHD/NIH. $2,375,000 total costs (2006-2011). Wally Carlo, University of Alabama at Birmingham, Principal Investigator.
8. 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.
9. Wallander, J.L. (Co-PI). Center of excellence for the study of health disparities in the rural and ethnic underserved populations, National Institutes of Health/National Center for Minority Health and Health Disparities, $1,302,414, 2009-present.
10. Wallander, J.L., (Consultant). “Promoting Use of Effective Early Intervention Programs.” , NICHD/NIH, $745,243 total costs. Holly Kreider, Socimetrics, Principal Investigator.
11. Wallander, J.L. (Consultant). “Psychological Tests and Assessment Online Resource.” NICHD/NIH, $750,000 total costs, Tamara Kuhn, Sociometrics, Principal Investigator.
12. Hoyt, M.A. (Principal Investigator). "Health-Related Quality of Life in Young Men with Testicular Cancer", Lance Armstrong Foundation, $110,000 total costs, (2009-2010).
13. Hoyt, M.A. (Co-Principal Investigator). "Biobehavioral Factors and Quality of Life in Men with Prostate Cancer", UCLA Cousins Center for Psychoneuroimmunology, $17,000 total costs, (2008-2011). Annette Stanton, University of California, Los Angeles, Co-Principal Investigator.

Pending grants include

14. Song, A. V. (Principal Investigator). " Sociocognitive Factors in Adolescent Risk Behaviors", NIH/LRP (Pediatrics), $35,000 (2010-2012).
15. Song, A. V. (Co-Investigator). " Ethnic Variations in Addictive Behaviors among Emerging Adults", NIH/NIDA. $2,463,430 total costs (2010-2014). Nolan Zane, University of California, Davis, Principal Investigator.

16. Dunham, Y. (Principal Investigator). “Minimal Groups and the Development of Social Category Knowledge”. National Science Foundation, $442,973.

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

10. Summary of requests for new resources.

In summary, the Psychological Sciences Section requests the following new resources:

1. We request 4 new FTE faculty lines to begin July 1, 2011.
2. Assuming current searches are successful, we request 9 faculty offices plus whatever laboratory space is available in the Classroom and Office Building for Fall 2010; and we request 13 offices plus 4500-6000 square feet of laboratory space in the SSM building for Fall 2011, assuming that building is open by then.
3. We request continued allocation of Lecturer funds, with consideration to an increase in that allocation to the extent that substantial new ladder rank faculty allocations are not made.
4. We request continued allocation of teaching assistant slots proportional to Psychological Sciences student credit hour production.

Appendix I: CAPRA Criteria

CAPRA's criteria for evaluating strategic plans requests answers to the following items. Our answers are italicized below each criterion.

Justification for Prioritization

Explain concisely how the prioritization of requested FTEs reflects the aims, goals, and demands of programs discussed in the Strategic Plan of the school, and of graduate groups associated with faculty in the school, in particular:

1. Support of undergraduate majors, referring to estimated student demand (both majors and courses provided to non-majors), plans to achieve excellence and how this will be assessed (including accreditation issues, if any).

   Psychology is the largest major in SSHA but has only 7 ladder rank faculty and the highest student/faculty ratio in SSHA. About 60% of Psychology undergraduate classes are taught by Unit 18 lecturers. Far more ladder rank faculty are needed to support the major. We have improved the major by adding more writing requirements (e.g., a new course WRI 101 specific to Psychology is now required of majors), and by redistributing TAs to support this effort. For WASC accreditation purposes, we have created Program Learning Outcomes and an assessment plan to regularly assess whether we achieve those outcomes.

2. Support of graduate groups and research, referring to balance of critical mass in specific areas versus the need for broadening coverage, plans to achieve international excellence and how this will be assessed, estimated student demand for graduate programs.

   Psychological Sciences currently has eleven graduate students. Student demand for graduate training in psychology is very high, with 34 of 55 applicants to SSHA being in Psychology as of January 22, 2010. Other campuses average 2.5 graduate students per faculty member, a standard likely to be met at UC Merced within a few years, as well. Additional ladder rank faculty are needed to continue to grow graduate training and research excellence.

   The Psychological Sciences faculty is near completion of a revised draft CCGA application for a Graduate Group in Psychological Sciences. The application outlines assessment plans for the new graduate group, both assessing students within the group on a regular basis, and assessing the Group itself periodically.

3. If applicable, development of new or incipient research and/or graduate or undergraduate degree programs

   Not applicable.

4. If applicable, support of or synergy with cross-school or interdisciplinary programs or research.

   Psychological Sciences currently envisions three primary venues for interdisciplinary collaboration. First, Psychological Sciences has been

successful in seeking and hiring faculty who have overlapping interests that can support the Cognitive Science program, such as Yarrow Dunham, a developmental psychologist who has strong cognitive training and interests, and Jack Vevea, a quantitative psychologist who has developed quantitative models of cognitive phenomena.

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 health research at UC Merced. For example, Professor Wallander led the recent submission of the letter of intent for an interdisciplinary center at UC Merced within the system-wide UC School of Global Health; and Professors Wallander and Shadish are active members of the UC Faculty Medical School Advisory Committee.

Third, faculty who will be hired in Quantitative Psychological Sciences 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, Professor 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.

5. Support for general education (e.g. providing professors/lecturers to support CORE courses and general education courses for other schools).

   Psychological Sciences faculty regularly give lectures in CORE 1. At the lower division level, PSY 1(enrollment around 300, offered each semester) is an option for filling school general education requirements, and PSY 10 (enrollment around 176, offered each semester) is an option for filling the quantitative methods general education requirement. The majority of students in both these courses are not Psychology majors. Only PSY 1 is prerequisite to upper division PSY courses. Consequently these courses are heavily enrolled by non-Psychology major as filling upper division general education requirements outside the major.

Faculty and Space Resources

1. Overview of faculty workload issues, including current and anticipated shortfalls or imbalances, as well as the school workload policy, including the likely extent of reliance on lecturer appointments. Note that permanently required lecturer lines should be requested as such by schools.

   Each Psychological Sciences ladder rank faculty member teaches two undergraduate and one graduate course per year. Psychological Sciences has been allocated the equivalent of three FTE Lecturers during the 2009-10 academic year. Lectures teach more than half of our courses and produce more than half of our credit hours. We believe this is far too high, and that much of the lecturer resources should be replaced by ladder rank faculty.

2. Balance of tenured and untenured faculty, and opportunities for mentoring.
   Developmental psychology has two untenured faculty members, and badly needs a tenured faculty to provide mentoring as well as leadership for program development. Thus, the reduction of the developmental psychology full professor search to assistant professor this year is a continued blow to that program. This position should be restored. Health psychology and quantitative psychology currently have one and two tenured faculty, respectively, with health psychology searching for an additional tenured faculty member this year. The faculty aims to have at least 50% of its faculty tenured within each area so as to avoid burdening untenured faculty with service demands.
3. An updated description of the school's space planning and allocation procedures.
   Until recently, the SSHA Dean made all space allocations. The SSHA Executive Committee recently assumed the duties of a space committee, and presumably will develop its procedures this year. The Psychological Sciences faculty has worked closely with the SSHA Dean to ensure sufficient space is available to existing and new faculty. Though there is currently a significant space shortage in the Classroom and Office Building, the opening of the new Social Science and Management Building in 2011 or 2012 should alleviate this shortage.
4. Special resource issues related to faculty hiring, e.g. plans to hire faculty cohorts or special facilities needs for new hires.
   Faculty being recruited to Psychological Sciences are told clearly about the existing space shortage, and of the likelihood that their space needs cannot be fully met until 2011 or 2012. So far, most recruits have been willing to wait until then. Psychological Sciences faculty may make arrangements to share labs with newly hired faculty until then, assuming the nature of the research allows that and the new faculty permit it. Otherwise, no special resource issues exist.
5. Special issues relevant to achieving diversity of UC Merced's faculty.
   The Psychological Sciences faculty is committed to increasing its gender and ethnic diversity. Currently, two of seven current faculty are women and one of seven is a member of an ethnic minority group.

Additional CAPRA Criteria

1. Academic plans should include a 5 year description of specific goals (and associated objective metrics) associated with each program that is requesting new faculty lines. These goals can be based on external assessments (e.g. ABET accreditation or CCGA approval), specific program expansion (e.g. adding a new track or graduate emphasis), or quantitative target (e.g. supporting a particular student growth rate). Moreover, the overall academics plans should prioritize and provide a timeline for all such goals described in the plan.

The need for additional faculty lines in Psychological Sciences is based substantially on the need to reduce the high 50:1 undergraduate student to faculty ratio. The ideal goal would be to reduce it to about 21:1, the goal specified for UC Merced as a whole. Substantial progress towards that goal is easily measured.

A related goal is to reduce the ratio of the number of courses taught by lectures in the undergraduate Psychology major from its current 60:40 ratio of lecturer taught courses to ladder rank faculty taught courses to a more reasonable 20:80 ratio. This will require a substantial infusion of new ladder rank faculty.

2. Academic plans should explicitly address *strategic constraints* on the campus, such as the need to balance more and less costly programs, the availability of research and teaching space, and start up funds.

   Not only is Psychological Sciences less costly than most programs in Natural Sciences and Engineering, the high grant productivity of Psychological Sciences faculty brings more revenue to the university compared to most other SSHA programs. However, Psychological Sciences does require more research space and higher startup funds than most other SSHA disciplines, though this is partly offset by the higher grant productivity.

3. Academic plans should consider the full life-cycle of existing programs, describing target sizes over the next five or more years and plans to reach a sustainable level given current budget constraints.

   Psychological Sciences already generates more resources (e.g., State-provided faculty lines and FTE TA funds) than other programs in SSHA, and so sustainability is not an issue.

4. Academic plans should include estimated resource requests for program review and ongoing assessment.

   The Psychological Sciences WASC Assessment Report recently submitted for the January 31, 2010, deadline requested a budget of $2250 to continue the use of the ETS Major Field Test with volunteer graduating seniors. Over the next several years, more students will graduate under the requirement in the 2009-2010 catalog to take this test before graduating, which will require substantially more resources. A reasonable estimate would be $30-$50 per student, with 100 students graduating each year, costing $3-5000 per year. This cost is likely to increase over time as more psychology majors enroll and graduate.

5. Academic plans should describe plans for coordination or even consolidation of programs within or between schools or between graduate groups to make the most efficient use of current and proposed faculty lines. Proposed hires whose teaching will be primarily outside of their home program, need to be explicitly cited in the plans for the programs in which they will be teaching.

   No plans exist to consolidate Psychological Sciences with any program, and all Psychological Sciences faculty teach within the discipline.

6. Proposed new undergraduate and graduate programs must be included in academic plans *well in advance* of the year in which they will be proposed.

Moreover, plans for new programs must include year-by-year hiring goals to achieve the necessary size to create the new program. Finally, any proposed new programs used as the basis for new faculty lines must include memos from the cognizant school or graduate groups' Dean and Academic Planning Chair stating a multiyear commitment to give high priority to faculty hires for this new program. These memos must be included in the academic plan voted on by the school faculty.

The Psychological Sciences faculty are already offering the undergraduate major and the graduate training program within existing resources. Continued faculty hires at whatever rate is feasible in the current budget situation will allow us to expand the quantity and quality of both programs. The Psychology major has grown substantially every year since its inception, though that growth is likely to slow somewhat as other majors (e.g., Sociology, Political Science) develop. Anticipated faculty growth is based on anticipated undergraduate major and credit hour growth.

Additional Criteria Specified by the Provost

1. An evaluation of research opportunities that will add critical strength in the existing research programs or that will allow the campus to embark on new areas of research vital to our future.

   The Psychological Sciences faculty participates actively in the development of both existing and new programs pertaining to health, as outlined in the strategic plan. An example of new research directions is the collaboration between health psychology and quantitative psychology in developing a health psychology quantitative synthesis program.

   In addition, given that the faculty have very high grant productivity, and that Psychology has been identified as a hub discipline in science, investments in hiring new Psychological Sciences faculty will add critical strength to all of the existing Psychological Sciences research areas (developmental, health, quantitative).
2. An assessment of each position's importance to supporting existing graduate and undergraduate programs that will allow for the development of new programs of instruction in the future.

   The proposed new positions aim to support existing undergraduate and graduation programs in Psychological Sciences, not to develop new programs. The primary needs here are to (a) replace the over-reliance on lecturers with teaching by ladder rank faculty and (b) the allocation of ladder rank faculty positions that would allow reduction of the student:faculty ratio to a level commensurate with good pedagogical practice.
3. An analysis of how the FTE will be used to support the principles and delivery of the general education curriculum.

Psychological Sciences faculty provide substantial support in general education. Specifically, they regularly give lectures in CORE 1. At the lower division level, PSY 1(enrollment around 300, offered each semester) is an option for filling school general education requirements, and PSY 10 (enrollment around 176, offered each semester) is an option for filling the quantitative methods general education requirement. The majority of students in both these courses are not Psychology majors. Only PSY 1 is prerequisite to upper division PSY courses. Consequently these courses are heavily enrolled by non-Psychology major as filling upper division general education requirements outside the major.

4. A detailed assessment of the space needs for each of the FTE and any plans that will allow current allocated laboratory space to be used to accommodate additional hires.

   A detailed description of space needs is provided in section 9.2 above. Regarding sharing existing space, Psychological Sciences faculty will make such sharing arrangements as are necessary and feasible to accommodate new hires until the SSM building opens in 2011 or 2012. However, faculty at UC Merced are allocated relatively little laboratory space, far less than at any other UC campus. One faculty member has no space at all, most have one converted office (@135 sf), and only two have more than that. Even faculty with active grant programs receive no additional space for that purpose. So space available for sharing is limited.

Social Science & Management (SSM) Strategic Plan – 2010-2013

I. Introduction

The SSM Group within SSHA comprises the disciplines of Economics, Management, Political Science, and Sociology. At its core, the scholars within the SSM Group study how humans structure their lives and how interaction among people within the confines of these institutional structures shapes the path of social and economic progress. While human beings around the world are fundamentally the same when it comes to their biological make-up, there is significant disparity in their material well-being. A puzzle that has confronted social scientists since the origins of their respective disciplines is: why are some countries so wealthy, while others are so poor? Furthermore, what are the consequences, both internationally and domestically, of this disparity in material well-being across different groups of people?

Without structure, society would be chaotic. To overcome collective action problems, for example, people delegate authority to governments with powers to coerce. They exchange goods and services within formalized markets. They live their lives based on a set of principles defined by their religions. Entrepreneurs

raise capital and hire workers because they see economic opportunities in producing and selling goods and services to potential consumers. What unites the SSM faculty's research is the desire to understand how and why institutions are formed and evolve and how they affect social and economic progress over time and across place. Given the importance of institutions in shaping economic, political, and social outcomes, the dynamics of institutional selection and change is a critical area of academic exploration and research.

Naturally, scholars of different disciplines bring their own expertise to the fundamental questions at hand, but it is important to emphasize that the intellectual spillovers across economics, management, political science, and sociology is what facilitates our understanding of human progress. For example, as noted above, entrepreneurs try to capture economic opportunities by harnessing financial and human capital, yet the productivity and profitability of their firms depends on the formal and informal policies that govern the organization. In other words, the scholarly study of managerial decision-making and firm performance depends on an understanding of social structures – the expertise of sociologists. As a second simple example of the linkages across the social science disciplines, consider the role of education in advancing human progress. Economists have documented convincingly that education contributes importantly to economic growth and generates so-called positive externalities (i.e., educating a child not only benefits her, but others within society). Yet, how do people go about deciding whether or not to provide education for others' children and, if so, at what level? Understanding how people solve these collective action problems is the fundamental question that political scientists address. In sum, economists' ability to understand the path of economic growth relies on their political science colleagues' explanations of political decision-making. It is these natural linkages that make the SSM Group ideally situated to address the problems that society faces today, whether it relates to health disparities, stewardship of the environment, or poverty.

II. The Importance of SSM to UC Merced

One measure of the role that SSM plays within the university is to consider undergraduate education. Simply put, training in the social sciences and in business and management is extraordinarily popular among UC students. According to the most recent UCOP *Statistical Summary of Students and Staff* (Fall 2008, p. 30), 22 percent of bachelor's degrees were conferred in the "social sciences" (which exclude psychology) and six percent were conferred in "business and management." By contrast, nine percent of undergraduate students graduated with a degree in psychology, 15 percent in biological sciences, seven percent in engineering, six percent in "letters," and five percent in "fine and applied arts."

In Table 1 below we delve more deeply into the popularity of the respective majors within SSM across the UC campuses (UC San Francisco is excluded

from the analysis). One issue that complicates the analysis is that three campuses (Berkeley, Irvine, and Riverside) offer undergraduate majors in management, while the remaining five campuses offer an economics degree with a business/managerial economics track. Therefore, we include data on total economics majors, majors in the managerial and non-managerial tracks, and, when relevant, management students. We also provide data on psychology majors as a comparative benchmark.

First, it is worth noting that the unweighted average of Psychology majors across the UC campuses – 8.6 percent – conforms to the reported percentage of bachelor's degrees awarded across the system – 9 percent. Second, this detailed analysis of individual majors confirms that the vast majority of the 28 percent of bachelor's degrees in "social sciences" and "business and management" reported in the *Statistical Summary of Students and Staff* are generated by SSM disciplines. Specifically, economics and management educate an average of 12.2 percent of students across the system, political science trains 5.5 percent, and sociology 4.8 percent – a combined total of 22.5 percent. Therefore, as UC Merced develops into a mature campus and achieves steady-state, the data from other campuses suggest that nearly a quarter of all of our students will choose to affiliate with an SSM discipline.

A second measure of the importance of the SSM disciplines to the growth of UC Merced relates to the inter-/multi-disciplinary emphasis that is prevalent across the campus. This emphasis was initiated in the founding idea that research institutes would serve as the catalyst to bring scholars together to understand and solve the major problems facing society today. Indeed, the problems that society faces with regard to the environment, health, or energy – the foci of UC Merced's current institutes – are inexorably linked to economic, political, and social issues. To the extent that UC Merced's institutes seek to offer realistic solutions to the problems that society faces, it is our contention that the present institutes would be better served with heavier involvement from economists, political scientists, and sociologists. After all, the most practical and realistic solutions will be determined by their economic, political, and social ramifications. Put another way, scientists and engineers might well understand the causes of society's ills when it comes to the environment, health, and energy and offer realistic fixes, yet the ability to implement such solutions depends on their economic, political, and/or social costs and benefits. Without understanding these tradeoffs, scientists and engineers will conduct their research within a vacuum and their work will be confined to a narrow audience who value theory over practicality.

Table 1
Declared Undergraduate Majors in SSM Disciplines (& Psychology) Across the UC System

Majors	**UCB**	**UCI**	**UCR ***	**UCD**	**UCLA**	**UCSD**	**UCSB**	**UCSC**	**Averages**
Term	AY 08-09	Fall 09	AY 08-09	Fall 09	Fall 09	WINT 10	WINT 10	Fall 08	
ECON	5.0%	11.0 %	7.7%	6.5% ‡	8.9%	11.1 %	13.2 %	11.4 %	9.4%
Business ECON track	0.0	8.6	3.5	2.3	5.2	4.2	12.0	8.4	
Non-business ECON track	5.0	2.4	4.2	4.2	3.7	6.9	1.2	3.0	
MGMT (separate major)	3.7	1.6	17.7	n/a	n/a	n/a	n/a	n/a	
ECON+MGMT	8.7	12.6	25.4	6.5	8.9	11.1	13.2	11.4	12.2
POLI	5.3	4.5	6.5	3.8	6.9	5.9	5.8	5.0	5.5
SOC	2.9	8.2	7.7	2.6	3.6	1.9	6.4	5.2	4.8
PSYCH	4.0	9.8	9.9	6.8	9.5	6.7	11.0	10.5	8.6

Note:
* Data on Riverside majors was unavailable, so degrees conferred by major was used instead.
‡ The managerial economics program is offered by the Department of Agricultural & Resource Economics, while the economics degree is offered by the Department of Economics.
Sources:
UCB: http://opa.berkeley.edu/analysesandreports/MajorsAndDegreesByAcadProgram.pdf
UCD: http://budget.ucdavis.edu/data-reports/documents/enrollment-reports/students-multiple-year-comparisons/emjudsc_fcurr.pdf
UCI: http://www.oir.uci.edu/enr/IIA03-enr-by-major-and-class-stdng-2009-10.pdf
UCLA: http://www.aim.ucla.edu/enrollment/enrollment_programs_fall.asp
UCSD: http://registrar.ucsd.edu/ver2/dservices/thirdweek/WI10/REGBDM03.WI10.PDF
UCSB: http://bap.ucsb.edu/IR/reg_reports/W10-STATS.PDF
UCSC: http://planning.ucsc.edu/irps/majors/2008/Fall_UndergraduateMajorsDeclaredandProposed(HC).pdf
UCR: http://sara.ucr.edu/degrees/2008_09/degmaj.html

III. Resource Request

Faculty

The SSM disciplines are expected to be very popular majors for students in steady-state, are central to offering inter-/multi-disciplinary solutions to society's problems, and all seek to advance graduate training that can exploit UC Merced's unique intellectual culture. The SSM Group seeks to achieve a critical mass of at least 10 faculty in each of our core disciplines (economics, political science, and sociology) as soon as possible. At that level each can offer a robust undergraduate major and begin the process of introducing graduate programs. Given the requirements to offer core graduate training in our respective disciplines, each area must achieve a critical mass of approximately 10 faculty who can cover both the undergraduate program requirements and begin to roll-out the graduate core courses.

To achieve critical mass, the Economics, Political Science, and Sociology areas each request two FTE in each of the following three academic years – 2010-2011; 2011-2012; and 2012-2013.

The SSM faculty view three new lines (one each in Economics, Political Science, and Sociology) as being critical to our mission to grow our respective disciplinary programs based on current and expected student demand. Further, we request another three additional lines (one to each discipline) to build toward critical mass.

Of the three mission-critical lines noted above, the SSM faculty places Economics as the highest priority, with Political Science and Sociology then ranked equally second. The SSM group ranks the next three requested FTE equally among the disciplinary areas.

We place no emphasis at the present time on Management FTE. Given the inchoate state of the Management Bylaw 55 unit and the administrative confusion surrounding the program, the SSM Group will maintain curricular authority over the Management undergraduate program and will administer the instruction with lecturer support.

Lecturer & TA Support

The lack of qualified TAs is significantly impacting our respective curricula. Courses that might have been offered (e.g., SOC 010) cannot be because of a lack of qualified graduate students to hold discussion sections or to staff labs. We have been forced to change the way certain courses (e.g., ECON 001) are delivered because TA support does not exist for a full array of discussion

sections. In other upper-division courses, assignments have been truncated or eliminated because of a lack of TA support to advise students and to grade. In order to successfully provide the coursework required for our undergraduate majors, we must have trained and qualified graduate students (or lecturers) available to TA our classes.

Because our disciplines have not achieved a critical mass of faculty to offer credible graduate programs, we have experienced a significant shortage of graduate students capable of supporting our courses, especially the more analytically or quantitatively oriented ones. We propose that some funding that would otherwise support TAs be allocated to our areas to hire lecturers/TAs from outside UCM. We could easily recruit ABD graduate students or recent PhDs from UC Davis or Berkeley to teach for us, or even act as TAs. We have developed strong expertise in specific areas of research in our respective disciplines (applied microeconomics in Economics; institutions and voting behavior in Political Science; and social movements in Sociology) so it is conceivable that graduate students from around the UC system may see an advantage to spend a year or two in Merced to work with faculty.

The resource requests from the disciplines are as follows:

Economics – For AY 2010-2011, economics foresees a need for 14 full-time TA FTEs (5.0 for 300 students in ECON 001; 3.0 for 180 students in ECON 010; and 2.0 each for ECON 100, 101, and 130), split roughly equally across the two semester. At present, economics has two graduate students. Thus, our undergraduate instruction is heavily impacted because of the lack of TA resources. In addition, to satisfy our demand for courses, we expect the need for a full-time lecturer in Economics.

Political Science – To help meet the demand for Political Science courses, a full-time Political Science lecturer will be needed for the 2010-2011 Academic Year. Political Science also anticipates the need for 10 full-time TAs during the 2010-2011 Academic Year. Six will be needed in fall semester and four will be needed in the spring.

Sociology – In fall 2010 our proposed lower division courses will require 6.5 TA FTEs, and we anticipate needing a similar number in spring 2011. We will need one research qualified TA to cover research methods in the fall, and one to cover our statistics labs in the spring. Also, given student demand for courses, Sociology will require a full-time lecturer during the coming academic year.

IV. Strategic Plans of the Individual Areas

In the sections to follow, we delineate the strategic planning ideas of the individual areas.

IV.1 The Strategic Plan for Economics at UC Merced (2010-2013)

Vision for the Program

The Economics Program's vision is to establish UC Merced as a center for excellence in applied research that offers practical insights for policy-making and management decision-making. The focus on applied microeconomics implies that the Program will add faculty who will have positive spillover effects for other programs not only within the social sciences, but also across campus. For example, Economics will have natural synergies with the development of the Management Program, as well as with the campus institutes dealing with Health Sciences, Energy, and the Environment.

The Economics Program offers students an analytically and quantitatively rigorous course of study that prepares them for a variety of professional pursuits and advanced graduate study, especially in economics, management, public policy, and law. What makes Economics a particularly valuable course of study is that students learn how to: frame economic, political, and social questions that have relevance to their everyday lives; identify multifaceted explanations for the causes and the consequences of the major issues that face policy-makers and business leaders; and use economic models and data from multiple sources to propose solutions to the vexing problems that face society.

Consistent with the Program's objective to establish UC Merced's research prominence in Economics, building a graduate program will be critical.

Strengths of the Program

There are currently five faculty within the Economics Program, plus one assistant professor line that was "frozen" in 2008-2009. A senior inaugural line that was vacant since 2004 was finally filled last year with the recruitment of Rob Innes from the University of Arizona's Department of Agricultural and Resource Economics. Given the significant challenges in senior recruiting in Economics, not just at UC Merced but across the country, UC Merced's recent success in attracting Innes should be viewed as a significant accomplishment and an indicator of the early achievements of the Program.

Given the scarcity of available faculty resources and the slow process of Program building, the faculty have chosen to grow the Program strategically. In particular, as noted above, the faculty have chosen to create a niche in the area of applied economics, meaning that they study real problems that policy makers and business leaders face. At present, given our faculty's interests, we have developed specific strengths in labor economics, industrial organization, political economy and public policy, and economic history. In order to offer a high-quality undergraduate major in Economics, and eventually a graduate program, in the

coming years we will need to add in the areas of public economics, health economics, industrial organization, and international and development economics.

While our size is relatively small, our faculty have made great strides recently in attracting attention to the university and our burgeoning program. For example, three faculty (Kantor, Neumann, and Whalley) are affiliates of the National Bureau of Economic Research, a prestigious research organization in Cambridge, MA. Kantor and Whalley recently won an NSF grant to study the development of higher education in the United States during its most formative phase of growth around the turn of the twentieth century. For the past three years the faculty (in particular, Neumann, Whalley, and Winder) have been able to support an on-going seminar series in labor studies with the financial support of the UCOP Contreras Fund. While resources are limited for building the "soft" academic infrastructure of the campus, our faculty have taken the initiative in fund-raising to support the growth of the intellectual enterprise.

Further, our faculty serve in positions within their respective fields that bring positive attention to UC Merced's Economics Program. For example, Kantor serves on the steering committee of the All-UC Economics History Group (an MRU), is an elected trustee of the Cliometrics Society, and serves on the editorial board of the two leading journals in economic history. Further, Innes serves on the editorial board of the leading environmental economics journal.

Present Challenges

The most significant challenge facing the Economics Program relates to numbers. Our goal is to create a center of research and teaching excellence in applied areas of economics, which means that we should be moving toward the establishment of a graduate program. Unfortunately, our faculty size has been constrained over the past several years. Graduate training in economics is highly regimented, with graduates expected to have mastered microeconomic theory, econometrics, and at least two substantive fields (most universities also require mastery of macroeconomic theory). While our faculty expertise in certain applied areas has been well established and bodes well for training students in these areas, our lack of faculty expertise in microeconomic theory and econometrics inhibits our ability to offer core graduate training. Further, because there are very few terminal master's programs in Economics and because successful students elsewhere are highly reluctant to switch programs, we are required to "home-grow" our graduate students who are critical to our successful research and teaching programs. Indeed, one of the most significant problems that we face is the dearth of qualified TAs for our courses. We anticipate that our faculty size will need to reach 12-15 faculty before Economics can establish a full-fledged graduate program. At our present rate of progress, graduate training in Economics at UC Merced is perhaps a decade away unless resources are

devoted to building a faculty of critical mass that can serve the undergraduate major and minor in Economics, service the core courses within the Management program, and offer core and field graduate training. In the end, a large enough faculty base to support a graduate program enhances our ability to offer a quality undergraduate curriculum, conduct research, and attract faculty hires.

Interdisciplinary Opportunities

Applied economists work on a variety of problems that cross traditional disciplinary boundaries. Of course, economists bring a unique way of thinking and a certain set of analytical tools to bear on the questions at hand, but increasingly economists have turned to other disciplines to shed light on individual or collective decision-making. For instance, the recent growth of behavioral economics has come to rely on research in psychology and cognitive science to better understand how people make decisions. Further, since many economic outcomes depend on collective decisions, understanding the political process or understanding group decision-making (say within the family, for example) requires that economists join forces with political scientists and sociologists. The Economic Program currently has close ties with both the Political Science and Sociology programs. The Political Science faculty's strength in political institutions complements the Economics faculty's emphasis in political economy (that is, the endogenous relationship between economic and political outcomes). Further, the Sociology faculty's expertise in collective action and its growing emphasis in education serves as a complement to the Economics faculty's research on the development of higher education and our general interest in how individuals and groups make decisions.

The Economics Program is committed to building bridges across the campus in bolstering the synergies that exist between the disciplines. For example, many environmental, energy, or management issues have an economic component that requires an understanding of how individual and markets respond to incentives. Without untangling how people, firms, or society's respond to various resource constraints, we will be ill-prepared to answer the vexing problems that developed and developing economies face today. As an example of Economics support of trans-disciplinary initiatives, The County Bank Endowed Chair in Economics and the All-UC Economic History Group is co-sponsoring a UC Merced Political Science conference that seeks to understand the determinants and effects of federal fiscal decisions. Clearly, such political decisions have economic ramifications, so it is important to Economists that we understand the rationale behind these decisions.

Resource Request for 2010-2013

The Economic Program has immediate needs to bolster its faculty in several fields of micro-economic study in order to build intellectual breadth and depth, support a broader set of program offerings at both undergraduate and graduate

levels, and take advantage of cross-disciplinary initiatives on campus. Priority field areas are public economics, health economics, industrial organization, and international / development economics, each of which offers its own scope for exciting cross-campus synergies. In particular, a health / development economist can create links to the Health Sciences, an environmental economist can create links to SNRI and to the Energy Institute, and an international or industrial economist can link to the Management program. More substantively, we must bolster our faculty along the lines of microeconomic theory and econometrics before we can begin to contemplate a graduate program.

As a start, the Economics Program calls for the immediate thawing of its "frozen" position. This assistant professor position was created by the resignation of Giovanni Mastrobuoni. We were unable to fill the position in 2007-2008 because of an extremely competitive market in economics that year (i.e., we made multiple offers but were turned down). While we understand that the campus faced extraordinary budgetary circumstances last year, we remain deeply concerned about the perverse incentives that such "freezing" can cause. That is, if faculty fear that a position will be "frozen" or "stolen," then this will lead faculty to fill a position as quickly as possible, which could compromise quality. We believe firmly that faculty should feel secure that a position will be available until a high-quality candidate is identified.

The Economics Program requests six FTE over the next three years. The first three new faculty recruitments will focus principally on the priority field areas described above, and will produce the associated cross-campus synergies. These recruitments would represent our short-term objectives. The other three FTE will enable us to build strength in microeconomic theory and econometrics in an effort to move toward a graduate program.

IV.2 Strategic Plan for Political Science at UC Merced

Executive Summary

UC Merced's Political Science Group is building a strong research program. The Political Science Major has become one of the most popular majors on campus and with additional faculty a strong, distinctive Ph.D. program could be developed. Currently, there are six Political Science faculty lines (four faculty on campus, a new faculty member who will arrive this summer, and an ongoing search for an assistant professor). To further Political Science's research profile, capitalize on the momentum of recent hires, service the growing major, and develop a Ph.D. program, Political Science should be allocated one or two new faculty lines per year for the next five years. For the 2009-10 Academic Year, Political Science requests two assistant professor positions in the fields of political behavior and/or political institutions.

In considering this request, we believe that Political Science has a number of competitive advantages. First, the Political Science major continues to grow (it is currently the third largest major in SSHA) and undergraduate enrollment in Political Science classes is high. Second, Political Science is a particularly inter/multi-disciplinary field that is particularly well positioned to thrive and excel in UC Merced's unique environment. Third, while new hires in Political Science will need space, they will not have the same level of space needs as new faculty in the physical or psychological sciences. Fifth, the Political Science program will be a key contributor to studying "The Dynamics of Social and Economic Progress," one of the five research themes listed as central to UC Merced's Strategic Academic Plan.

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, high-impact research in Political Science often grows from an idea or approach from another discipline, primarily Economics and Psychology/Cognitive Science. 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.

A second current advantage enjoyed by our program is an absence of the epistemological divide that hampers many, if not nearly all, political science programs. We share a commitment to rigorous (primarily quantitative) social scientific research. Moving forward we will continue this approach for understanding and evaluating casual political phenomena. Many existing political science programs suffer from a lack of coherence and a great deal of conflict regarding the definition of political science and appropriate foci for research. The commonality of our focus will help accelerate the development of a very strong program.

If we are able to continue to hire well and fully take advantage of UC Merced's interdisciplinary opportunities, we believe we can develop one of the best Political Science programs in the West. There are 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, 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. *Indeed, based on a survey of publications in the top three general interest*

journals in political science, the current UC Merced political science group has the highest rate of scholarly productivity in the entire UC system.[18]

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.

Mission

Political Science seeks to make innovative, substantial contributions to the discipline of Political Science through the generation and dissemination 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.

Goals and Strategies

Political Science needs to do the following:

- Continue developing areas of research excellence
- Develop a graduate program
- Reinforce bridges to other disciplines
- Hire outstanding faculty with broad theoretical/methodological interests in political institutions and behavior across three of the traditional subfields (American politics, comparative politics, and international relations)

Research Opportunities and Funding

[18] The top three general interest journals are *American Political Science Review*, *American Journal of Political Science*, and *Journal of Politics*. To measure scholarly productivity, we divided the number of articles published in these journals by faculty in a given political science department by the number of total post-PhD years for the faculty. If we only include faculty who earned their PhD in 1998 or later, the UC Merced group ranks second, behind UC San Diego.

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, two key general areas within the discipline. Within each of these areas, we will likely focus on hiring scholars with broad theoretical or methodological 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, Psychology, and Sociology 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 the political processes. Given the relatively small size of the Political Science group for the foreseeable future, we seek scholars who are general institutionalists, as opposed to area specialists. For example, 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 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. Such scholars will likely form linkages with the Economics and Sociology faculty.

Teaching opportunities, enrollment

The Political Science Major 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).[19] 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.[20] These data emphasize the high level of student demand for Political Science, both nationally and in the state of California.

[19] http://www.apsanet.org/section_589.cfm
[20] See UC Berkeley's "Assigned Majors by Academic Program" (http://opa.berkeley.edu/AnalysesAndReports/MajorsAndDegreesByAcadProgram.htm)

Multidisciplinary 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 faculty have begun collaborative research efforts. We hope to further develop this relationship. In addition, we would like to foster similar relationships with Economics, Psychology, and Sociology.

Resources

Faculty by area, projections (5 years): Currently, there are four Political Science faculty on campus (Hansford, Monroe, Nicholson, and Trounstine) who can teach a number of the existing Political Science courses, including Introduction to American Politics (POLI 1), Analysis of Political Data (POLI 10), Congress (POLI 100), The Presidency (POLI 101) Judicial Politics (POLI 102), Interest Groups and Political Parties (POLI 105), Urban Politics (POLI 106), Direct Democracy (POLI 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). Haifeng Huang, a recent hire (joining the faculty in July 2010), will be adding Theoretical Models of Politics (POLI 170) and Chinese Politics to the list of courses regularly taught.

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. 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.[21] In addition, consonant with the core research mission of the University of California the Political Science group plans to develop a Ph.D. program. Even while leveraging resources in related fields, the Political Science faculty is only just teetering on sufficient size to begin to offer such a program.

Political Science should be allocated one to two positions per year over the next five years. Many, but not all, of these lines could be at the junior level

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and UCLA's "Undergraduate Profile, Fall 2005" (http://www.aim.ucla.edu/home/Undergraduate_Profile_Fall_2005_viewing.pdf).

[21] 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.

since both Hansford and Nicholson are associate professors and Monroe and Trounstine are advanced assistant professors who should earn tenure soon (see *Faculty development* below). ***For the 2010-11 Academic Year, Political Science requests two assistant professor positions in the fields of political behavior or political institutions.***

Until these faculty members are hired, Political Science will continue to need a full-time lecturer to cover several courses. We view this as a short-term solution, though. To provide a quality major, develop a graduate program, and continue to build a strong research program we need to rely on ladder-rank faculty. As explained above, we will continue to focus on hiring faculty with broad theoretical interests in political institutions and political behavior.

Spaces, offices, labs: Our primary concern is office and lab space. All new faculty hires will obviously need office space. Should we be successful in hiring a political scientist doing experimental research, s/he would require laboratory space as well. Nicholson may also need a lab in the coming years. Depending on future hires, however, Political Science may propose a Political Science laboratory (or small set of labs) shared by Political Science faculty doing experimental research. Lack of space for Political Science faculty doing experimental work will harm efforts to recruit and retain faculty. Lab space will also be needed for the development of the graduate program. *We anticipate, however, that Political Science will not have the same space requirements as the physical or psychological sciences, which makes it easier to receive faculty lines during the current space shortage.*

Graduate program: We plan to bring in our first cohort of 5-6 PhD students (initially under the Social and Cognitive Sciences program) in the fall of 2011. It is critical that we be able to offer funding, specifically TAships, to these students in order to build our program.

Finances

Political Science does not have any extramural grants at this time. However, this is not all that surprising given that faculty in Political Science typically do not have extramural grants. Over the course of the coming year Hansford, Nicholson, and Trounstine plan to individually apply for National Science Foundation grants.

Specific Five-Year Plan

Research Profile

By 2015, Political Science aspires to achieve a reputation as a strong research program with top-notch faculty conducting cutting-edge research and training Ph.D. students for placement in research universities. Faculty (and, ultimately, graduate student) research will continue to regularly appear in the top political

science journals and book presses. While external funding possibilities in Political Science are quite limited, members of the faculty will have successfully competed for grant money.

Faculty Development

By 2015, there should be 13-15 Political Science faculty. Hansford and Nicholson should be Full Professors. Monroe and Trounstine should be Associate Professors. Other junior faculty should be well on their way towards earning tenure.

New faculty hires will work on behavior and/or institutions in three of the recognized subfields of Political Science: American politics, comparative politics, and international relations. We do not plan to hire faculty in the subfield of normative political theory (i.e., political philosophy). By focusing our hiring on just behavior and institutions in these three subfields we should be able to more quickly build internationally-recognized strengths in these areas. We will also strive to hire faculty who approach questions or problems from either a general (i.e., portable) theoretical or empirical manner. This type of scholar will most benefit from and contribute to the type of program being built in Political Science and the social sciences more generally.

Political Science is dedicated to hiring a diverse faculty. We added our first female faculty member (Trounstine) last summer. Our first Asian faculty member (Haifeng Huang) will arrive this summer. While the potential pool of minority applicants is quite small (e.g., the 2002 Political Science Ph.D. class was 4% African American, 3% Asian American, and 4% Latino),[22] we will continue our efforts to increase the diversity of our applicant pools.

Undergraduate Education

By 2015, the Political Science major should be one of the largest, if not the largest undergraduate major on campus. Our graduates should compete particularly well when applying to law schools and graduate programs.

Graduate Education

By 2015, there should be a stand-alone Ph.D. program in Political Science that is designed to provide graduate students with a relatively unique training that prepares them to make important, cutting-edge research contributions. In cooperation with other disciplines, this program will train students in political economy/institutions and political cognition. In the meantime, we will have admitted and begun training multiple cohorts of Ph.D. students under the Social and Cognitive Sciences Ph.D.

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[22] Lopez, Linda. 2003. "Placement Report: Political Science Ph.D.s and ABDs on the Job Market in 2001-2002." *PS: Political Science & Politics* 36(4):835-841.

IV.3 Sociology Strategic Plan 2010

Current Staff Resources in Sociology

We currently have three ladder rank faculty, a fourth arriving next fall, and are in the process of making an offer to an Assistant Professor candidate who specializes in gender and education, contributing to our focus on social inequality. In spring of 2010 we have one lecturer teaching three courses.

In the following section we outline some of our accomplishments from 2009. Then, after describing our goals and objectives, we provide an assessment of the personnel resources we will need to achieve our goals. The document concludes with an appendix containing our mission statement.

2009 Accomplishments

We successfully obtained University approval of our sociology major. It is currently awaiting WASC approval (Goal 1).

We contributed to the intellectual community at UCM in several ways. Sociology faculty participated in several extra-curricular events on campus and brought some inter-disciplinary speakers to campus during our mini-conference in the fall. We also brought in job candidates whose work cuts across area and would contribute to multiple programs and initiatives on campus. (Goal 1.2)

Student demand for our courses is high. We have the highest number of student minors in the college, and even without a major to declare, SSHA advising staff estimate that in fall ’09 we had 28 majors. Our courses always fill or come close to filling. (Goal 1.3)

We established our program learning outcomes and began assessment of sociology courses. (Goal 1.4)

Our faculty had a number of noteworthy scholarly accomplishments this year. We successfully hired a tenured Associate Professor who is well known for his work on Latin American social movements. One sociology faculty member (Van Dyke) is currently chair of a section of the American Sociological Association, and she recently published an article in sociology’s top journal, the American Sociological Review. Another (Beattie) recently obtained a book contract for a reader on the sociology of education. (Goal 2.1)

Goals and Objectives

Goal 1 (short term): Begin an undergraduate major in sociology.

We obtained approval for our undergraduate major from the university in spring 2009. In spring 2010 our goal is to obtain approval from WASC, and begin enrolling students in the major.

Objective 1: Involve faculty in core aspects of the undergraduate program.
Faculty will teach the required introductory, theory, research methods and statistics courses when possible since they are the cornerstone of the discipline and therefore of the major. Faculty experience and expertise will ensure that these core courses are rigorous and of high quality, and that students gain the foundation they need for success in the major. Student-faculty interaction in the core courses will guarantee that all students have lower division courses with faculty, and will help us recruit and retain students in the major.

Objective 2: Facilitate"communities of inquiry."
Sociology will be an active inter-disciplinary participant in undergraduate and graduate education. Because of the broad range of topics studied by sociologists, the discipline has a unique ability to speak to the constituent members of SSHA, as well as aid in developing multi-disciplinary programs. Sociology can immediately assist with the development of the Management Program, graduate program in Latino, Latin American and Iberian Studies, and Women's Studies. Sociology is also well suited to strong participation in other inter-disciplinary programs.

Objective 3: Draw students to UCM by addressing topics of interest.
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. In light of the socio-economic and demographic changes gripping the Central Valley in particular, and the State of California as a whole, Sociology has great potential to attract students at both the Undergraduate and Graduate levels. The program will be of interest to those interested in studying issues such as racial and ethnic dynamics within the rapidly changing California demographic landscape, how collective action and social movements rise and fall in concert with demographic change, the dynamics of neighborhood and community change given high levels of economic inequality, and the changing educational system. Due to their training and interests, Sociology graduates are likely to help further UC Merced's goals of providing research and public service to the region and beyond which will enhance the profile of both the university and the sociology program.

Objective 4: Continue program learning outcomes assessment.
We began assessment of our curriculum last year, with an evaluation of the undergraduate minor. We initiated assessment of the major (pending approval) in Fall of '09. Results of the assessment will be used to improve instruction and enhance program objectives.

Objective 5: Provide experiential learning opportunities for undergraduates.
A longer-term aim of our undergraduate program is to develop hands-on learning opportunities for our students. The program will provide opportunities for hands-on student research, and, eventually internships and service learning incorporated into the classroom. Sociology faculty have been involving undergraduate students in our research, and we plan on continuing to do so. In addition, we plan on offering upper division research methods courses for students that will require that they carry out their own research project. We hope to see evidence of success in student research training with students participating in research conferences and applying to graduate school. We would also like to incorporate service learning into the classroom within the next five years. Service learning will enhance our students' education by providing them with the opportunity to learn through direct experience, while also contributing to the local community.

Objective 6: Start an undergraduate sociology club.
Within a couple of years of approval of the sociology major, we would like to start an undergraduate sociology club. This club would provide students with opportunities to further their education outside of the classroom, with potential meetings organized around discussion of careers in sociology, applying to graduate school, applying sociology to the real world via analysis of film, and meetings with invited guests, typically well known sociologists from other institutions.

<u>Goal 2 (5-10 years): Establish a graduate program</u>.

Objective 1: Scholarly excellence in sociology at UC Merced.
Our plan for developing sociology at UCM involves building strength in a limited number of areas so that we can have several well staffed, rigorous areas of specialty fairly quickly. In this way, we will be able to offer high quality graduate training within five years. Sociology plans on growing along two axes. First, rather than attempting to cover the breadth of topics that sociologists study, we plan on emphasizing three traditional sociological issues: politics, inequality, and organizations and institutions. Thus far we have three faculty members who specialize in social movements, and therefore, we are well positioned to begin graduate training in this area. If we are successful in hiring Laura Hamilton this spring, we will be strong in gender and education. In the near term, we would like to further our strength in inequality and organizations by hiring a race and ethnicity or immigration scholar, and a health inequality scholar.

While building strong substantive areas, a secondary goal is to provide training in a range of research methodologies. We would like to have well rounded faculty expertise in a range of current data collection and analytic methodologies, including network analysis, geographic/spatial analyses, hierarchical modeling, new ethnomethodologies, and mixed (quantitative/qualitative) techniques.

Sociology is a discipline with both quantitative and qualitative methodological foci. A successful department will be one that addresses many of these key features of sociology.

Objective 2: Assist in the growth of other UCM graduate programs.
Due to the wide range of topics sociology studies, we have the potential to provide training relevant to a range of UCM graduate programs. Our plan for growth includes faculty hires that would contribute to UCM's Management Program, the interdisciplinary Health Disparities Center and minor in public health, and programs under discussion including Women's Studies and Ethnic and Racial Studies. Sociology also has the potential to contribute to other UCM programs, including Political Science, Economics, and Anthropology, among others.

Goal 3 (Long term): Join the other University of California Sociology Departments in attaining a national ranking in the discipline.

Sociology at UCM's long term goal is to develop into an elite, small Sociology department. Unlike UCLA and Berkeley, which have some of the largest departments in the country, we 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.

Personnel Resources Needed to Achieve Goals

We anticipate rapid growth of our major. Student demand for our courses is high, and we have the highest number of minors in SSHA. Across the UC system, Sociology is close to Political Science in terms of number of undergraduate majors, and on some campuses, is nearly tied with Psychology. Thus, we predict that the major will rapidly become one of the most popular majors in SSHA. Therefore, additional faculty and graduate students will be required to staff the major over the next several years.

Faculty. Our strategy for hiring is based on establishing scholarly excellence and preparing to offer graduate training. We are requesting five faculty lines for the next three years, which will bring us up to 10 faculty. We propose a two-pronged approach for hiring. We want to recruit faculty in order to build our three substantive focus areas, and we also want to hire faculty with the skills we need to offer graduate training. In terms of substantive foci, in the next three years we would like to hire 2 sociologists who study social inequality focusing on race, ethnicity, immigration or gender. We also would like to hire 2 faculty to further strengthen our emphasis in inequality and organizations and who would contribute to initiatives on campus. We would like to hire a health sociologist,

and someone who studies either labor markets, education, or the family. Finally, we have identified a need for sociologists interested in teaching our planned Graduate Statistics and Graduate Theory courses. These scholars could have any substantive focus that fits with our three areas of emphasis. In the next three hiring cycles (beginning in AY 10/11) the hiring pattern would be:

10/11 — 2 lines
11/12 — 2 lines
12/13 — 2 lines

Each of these hires would contribute not only to sociology on campus, but to a number of other programs. New faculty would contribute to the public health program and Health Disparities Center, the emerging inter-disciplinary interest in race and ethnicity, and potentially other programs on campus.

Graduate students. In order to successfully provide the coursework required for our undergraduate major, we must have trained and qualified graduate students (or lecturers) available to TA our classes. This is an especially pressing need for our required Research Methods course (SOC 015) and Sociological Statistics course (SOC 010). Because our discipline has not started a graduate program, we rely on psychology, cognitive science and world cultures graduate students as TAs. However, as we experienced this year, there is a serious shortage of TAs available to staff our research methods and statistics courses. Initially for fall ’09, a literature student with no research training was assigned to TA our Research Methods course. Professor Van Dyke cancelled her spring statistics course because a full time qualified TA was not available. We cannot offer our undergraduate major without qualified staffing for these courses, and until we start a graduate program we must either have TAs from other disciplines or lecturers.

We request an increase in funding for sociology TAs to cover our required and lower division classes in fall ’10. Because we are not ready to begin offering graduate training and because there is a shortage of graduate students trained in research methods and statistics in SSHA, we propose that some funding for TAs be given to us to hire a lecturer or two from outside UCM. We could easily recruit an ABD graduate student or recent PhD from UC Davis or Berkeley to teach for us.

In fall 2010 our proposed lower division courses will require 6 ½ time TAs, and we anticipate needing a similar number in spring 2011. We will need one research qualified TA to cover research methods in the fall, and one to cover our statistics labs in the spring. We expect that the number of TAs we need will increase by 1 or 2 in the following year. We anticipate needing to offer additional sections of the research methods and statistics courses within the next 3 years as our major grows, and therefore, we will require 2 ½ time TAs who are trained in research methods and statistics each semester beginning in fall 2011.

IV.4 Strategic Plan for Management

The Management program at UCM services approximately 184 majors – it is the third-largest major – and is in high demand despite the absence of any faculty dedicated to the program. With an institutional commitment to the program, Management could become an important draw for new students to the campus, grow significantly in size and quality, and contribute to UCM's intellectual diversity and distinction. At present, only lecturer resources are available to support some courses in the program, and SSM faculty in SSHA (several Economics faculty and a cognitive scientist) provide programmatic support in the form of core course teaching, student supervision and program management. If the Management program is to continue, let alone expand and build into a successful enterprise on campus, new faculty hires are absolutely essential in the immediate future. SSM is enthusiastic about opportunities for expansion, but also wary of prospects for continued institutional starvation of this program. In this strategic plan, we present a way forward that gradually builds a distinguished faculty base for this program, while providing research synergies to the campus. We seek to hire faculty whose priority is management research and teaching, but we see considerable opportunity for interdisciplinary connections across the social sciences.

<u>On the Nature of Management Hiring</u>

All successful Management programs are built on the core disciplines that underpin Management training and research. Core fields are defined by existing Management disciplines with established bodies of teaching and scholarship in Schools of Management around the world. Five themes reflect these core fields: Finance; Marketing; Economics, Policy and Strategy (EPS); Organizational Motivation and Behavior (OMB); and Decision Science. The substance of each field is described below. These core fields also reflect the UCM student demands for management training, and the promises made by UCM to these students for management training.

In faculty hires in Management at UCM, we will seek excellence in the aforementioned core fields, enthusiasm for advancement of the Management program, and contribution to unique avenues of distinction for the campus. With this in mind, we envision a number of possible strategic focuses that would be particularly attractive in new Management faculty and help blaze the trail to fame and distinction for UCM's program:

1) Retail and Service Management
2) Health and Health Care Management
3) Global Management and Strategy
4) Energy Policy and Management
5) Environmental, Agricultural, Natural Resource and Biotechnology Management

6) Behavioral Economics, Finance, and/or Marketing

These strategic focus areas are also identified in view of desirable cross-campus synergies with inter-disciplinary institutes and research faculty, particularly in the Health Sciences, Energy, and the Environment (the SNRI). We expect new Management faculty to be involved in a number of these initiatives.

Although we will emphasize building a coherent program, future management faculty are likely to be drawn from a variety of disciplines in terms of their PhD training, reflecting the interdisciplinary nature of management research and education. To give a concrete example, when hiring a scholar in marketing, we will recruit across a broad set of disciplines and the successful recruit could be someone with primary training in marketing, psychology, cognitive science, sociology, economics, or systems engineering. Again, our goal is to recruit the finest scholars who will be dedicated to building excellence in management education and research.

Strategic Plan for Hiring

2010-11

Three UCM faculty lines are approved at present for Management. These are in the Provost's Pool, but have yet to be released for recruitment. Under our plan, these three lines would be opened for recruitment in 2010-11. The lines would all be open rank and open to all core Management fields delineated in this plan. SSM will hire into these lines with a view to excellence first and, second, to programmatic needs and strategic vision.

2011-2016

In each of the following five years, two additional Management faculty lines will be opened for recruitment, with the objective to bring faculty numbers and strength in line with anticipated program growth and institution building. With appropriate staffing, we envision the management undergraduate program growing to 500 students within the next decade, and the development of graduate programs in the suite of Management-related fields.

Strategic Plan for Course Development and Coverage, and Further Development of Teaching and Research Programs in Management

Most Management upper-division classes are staffed by lecturers. Absent new faculty hires, we will continue to staff current course offerings with lecturers in the short term, but will be unable to expand the array of classes offered. In this event, SSM, SSHA and UCM will need to reevaluate the viability of the Management program on campus and likely seek ways to close the program in an orderly fashion.

However, if the hiring plan is followed, there will be growth in course offerings in Accounting, Finance, Marketing, Real Estate, Health Management, International Economics and Global Management, Industrial Organization, Organizational Behavior, Behavioral Economics/Finance/Marketing, and other areas currently underserved in the present Management curriculum. In addition, there will be gradual development of Ph.D. programs and, assuming the interest of new faculty, Executive Education. Finally, with a critical mass of ladder-rank Management faculty, we enthusiastically anticipate the formation of an institute for management research that could be supported in part by endowment resources and draw in interested faculty from a variety of disciplines across the campus.

Core Management Fields at UCM

Finance

Finance addresses the ways in which individuals, business entities and other organizations allocate financial resources over time, with particular attention given to the art of decision making under conditions of uncertainty. Among central focuses of the Finance program will be

-the generation and analysis of financial information;
-methods to raise and allocate investment funds, including asset pricing, capital budgeting, investment strategy, and international asset management;
-the structure and regulation of financial institutions.

Marketing

Marketing is the process whereby demands for products, services and ideas are anticipated, managed and satisfied. The marketer does this by first analyzing the marketplace behavior of competitors and consumers and then designing product, promotion, pricing and distribution strategies that will be accepted in the marketplace. Economic, social, cultural and even political organizations increasingly recognize the importance of the marketing function in modern management. The Marketing program will focus on understanding, explaining and predicting consumer behavior and the effectiveness of various marketing strategies, and developing theoretical frameworks with which consumer choice can be better understood and more efficient and effective strategies can be designed.

Economics, Policy and Strategy

The EPS program will focus on the interaction of economic incentives, firm strategy, public policy and political economy, institutional design, and technology

management, including applications to antitrust, telecommunications, energy and the environment, airlines, health, banking, human resources, game theory, international trade, and strategy, both private and public. Key examples include

-International Economics: The effects of international trade and trade restrictions on prices and welfare; the determination of exchange rates and relative prices across countries; the economics of pollution havens, eco-dumping, international labor and environmental agreements, and international economic development.
-Industrial Organization: Strategy, pricing, and performance in imperfectly competitive markets, including the nature and effects of contracts, vertical and horizontal organization of production and retailing, and antitrust.
-Risk and Insurance: The intersection of Finance and Economics, including decision making under uncertainty, market failures in insurance, pricing risk, public decision making under risk, diversifiable vs. undiversifiable risk, and ethical issues in cross-generational choices under risk.
-Health Economics and Management: Economics of health care management and delivery from consumer decision making to doctor incentives, hospital management, innovation and marketing of pharmaceuticals and vaccines, and alternative health delivery systems.

Organizational Motivation and Behavior

Organizational behavior covers topics that include cross-cultural management, power and influence, negotiation, team and interpersonal processes, individual judgment and decision making, innovation, trust, organizational commitment, incentives, and leadership. Organization theory addresses contemporary theories about organizations (i.e., community and population ecology, institutional theory, networks, organizational learning and decision making) and applies them to understand new organizational forms, growth, adaptation, design, performance, survival, and evolution. At the individual level, the newly emerging field of behavioral economics investigates the cognitive, social, and emotion factors affecting buyers and sellers, how their judgments deviate from rational choices, and the consequent effect on the marketplace and allocation of resources. The OMB program will use rigorous experimental, empirical and theoretical tools to study these subjects.

Decision Science

The Decision Science field studies the use of computing technology, statistical methods and decision algorithms to manage information, complex organizations, product design, production, distribution and delivery. Subjects include Statistical Methods, Data Analysis and Decision Making, Operations Research, and Management Information Systems.

Appendix
Sociology Mission Statement

Using a "sociological imagination" involves acknowledging the structures and patterns that shape daily experiences, understanding the mutual influence of individual choice and social structures, examining social phenomena from various perspectives, and thinking critically about existing social arrangements. Sociologists use a variety of theories and rigorous research methods to understand the social world. Substantively, sociology at University of California, Merced uses these tools to focus on the role that social inequality, politics, and organizations play in shaping individual and collective social experiences.

In teaching, the Sociology program at UC Merced is committed to helping students develop the insights of a sociological imagination that will lead to a systematic understanding of society. In particular, we hope that students will obtain the skills they need to be critical consumers and careful analysts of social science research. We seek to enhance students' ability to communicate effectively both orally and in writing. We also expect that our students will develop a keen insight into the causes and consequences of social inequality. Through the study of sociology, students will therefore gain many concrete skills that are helpful for a broad range of rewarding careers or future graduate studies.

Through our research, we generate scientific understanding of important local, national, and international social problems. To help explain and solve both theoretical and practical issues confronting society, we seek interdisciplinary partnerships from across our campus and elsewhere. Our intention is to draw from our own and related disciplines to create cutting-edge knowledge about social life. We value scholarship that contributes to important debates within our discipline as well as to more far-reaching discussions that cross disciplinary boundaries or are taking place outside the academy.

In our service to the university, the discipline, the community and beyond, we seek to use our scientific understanding of the social world to help enrich public policies and public discourse.

We seek to make our program a lively intellectual environment that fosters innovative thinking among faculty and students alike. Finally, we strive to be collegial and respectful in our interactions with those around us.

Strategic Plan for the Social and Cognitive Sciences Graduate Group

From: Michael Spivey, Social and Cognitive Sciences Graduate Group Chair
To: Mark Aldenderfer, Dean of Social Sciences, Humanities, and Arts

Introduction

The Social and Cognitive Sciences Graduate Group was initiated about five years ago with the intention that it would function as a "temporary incubator" for more specifically-focused CCGA-approved stand-alone graduate programs that were expected to emerge from it. (CCGA stands for the UC-system-wide Coordinating Committee on Graduate Affairs, which reviews proposals for graduate programs.) During this time period, the SCS grad group has housed graduate students in a variety of disciplines that roughly fall under the broad rubric of Social and Cognitive Sciences. Approximately 45% of these students are best characterized as Cognitive Science-related PhD students (with emphases on computation and perception), roughly 45% of them are best characterized as Psychology-related PhD students (with emphases on health and development), and the remaining 10% comprise a sparse collection of Economics-, Political Science-, and Sociology-related PhD students. Given this history and this make-up, it is a non-trivial task to formulate a coherent strategic plan for this diversely-constructed "incubator" graduate group. Developing a strategic plan for the next few years of the Social and Cognitive Science graduate group is further complicated by the fact that it is currently in the process of bifurcating largely into two stand-alone graduate programs: Cognitive and Information Sciences and Psychological Sciences.

Results of "Incubation" Process and Timeline

Before describing the new FTE hires that would best meet the needs of this temporary incubator graduate group, allow me to describe the timeline of this impending bifurcation process. Both the Cognitive and Information Sciences CCGA proposal and the Psychological Sciences CCGA proposal are currently under review at this time. The scenarios below describe possible sequences of events for this bifurcation process. In each scenario, it is assumed that the two CCGA proposals will *eventually* acquire approval (perhaps after multiple revisions and FTE growth). Therefore, it is to be expected that at some point, the small number (about 10% and shrinking, as they graduate) of SCS PhD students who would not be transferring to either of those stand-alone programs (students who are crucial to the TAing needs of majors like Sociology, Economics, and Political Science) should be able to have a new graduate group chair who will reshape the SCS graduate group into a disciplinary program with a more specific and coherent focus. And in time, that group too could grow into its own CCGA-approved stand-alone graduate program (perhaps not unlike CalTech's Social Science PhD program).

Scenario 1: If both proposals are approved by CCGA, notification of approval should take place in fall of 2010. During spring of 2011, there may still be some additional approval stages imposed by the WASC accreditation process (Western Association of Schools and Colleges). Therefore, even if both proposals go through their approval processes swimmingly, these two stand-alone graduate groups may not truly be independent entities until approximately the summer of 2011. Still, with regard to new FTE hires, this scenario has both grad groups up-and-running (and transferring their respective SCS graduate students into them) before the arrival of new faculty that were interviewed and

hired in spring of 2011. Thus, the strategic hires proposed by the respective strategic plans of the Cognitive and Information Sciences bylaw unit and the Psychological Science bylaw unit will apply to those two stand-alone graduate groups.

Scenarios 2a and 2b: If one of these two grad group proposals is approved by CCGA and WASC several months before the other one is, then the approved group will be allowed to form its new stand-alone grad program while the not-yet-approved group will continue to constitute the bulk of the SCS grad group for the 2011-2012 academic year. The hiring priorities of the relevant bylaw unit that remains closely affiliated with SCS (either Psychological Sciences or Cognitive and Information Sciences) will then apply as the appropriate hiring priorities for the SCS grad group. (If it is the Cognitive and Information Sciences grad group that gets approved earlier, then I will step down from grad group chair of SCS and recommend to you someone from the Psychological Sciences group.)

Strategic Hiring

As noted in the scenarios above, some of the following SCS hiring priorities will be moot by the time new faculty are arriving in the fall of 2011, because one or both of the primary components of SCS will have branched off as their own grad programs. Nonetheless, it is worth outlining here what those hiring priorities, in those different scenarios, would look like.

Scenario 1: If both the Cognitive and Information Sciences grad group and the Psychological Sciences grad group acquire full approval around summer of 2011, then the SCS grad group will immediately adopt the same hiring priorities as those already proposed by the SSHA bylaw unit comprised of Management, Economics, Sociology, and Political Science.

Scenario 2a: If the Cognitive and Information Sciences grad group acquires approval several months before the Psychological Sciences grad group does, then for the 2011-2012 academic year, the SCS grad program's hiring priorities will mirror those of the Psychological Sciences bylaw unit (with emphases on Developmental Psychology, Health Psychology, and Quantitative Psychology). By the 2012-2013 academic year, one should expect that the Psychological Sciences grad group proposal will acquire its approval, and Scenario 1 above will be in place.

Scenario 2b: If the Psychological Sciences grad group acquires approval several months before the Cognitive and Information Sciences grad group does, then for the 2011-2012 academic year, the SCS grad program's hiring priorities will mirror those of the Cognitive and Information Sciences bylaw unit (with emphases on Cognitive Science and Technology, Cognitive Neuroscience, Computational Linguistics, and Philosophy of Mind). By the 2012-2013 academic year, one should expect that the Cognitive and Information Sciences grad group proposal would acquire its approval, and Scenario 1 above would be in place.

MEMO

FROM: Ignacio López-Calvo, World Cultures Graduate Group Chair
TO: Mark Aldenderfer and Sam Traina
RE: World Cultures Graduate Group Strategic Plan

This memo is a one-year strategic hiring plan for the World Cultures Graduate Group. It is based upon the positions proposed in the three-year Humanities and World Cultures plan. That plan focused primarily on the needs of undergraduate majors. For this reason, we have decided to consider the list of hires submitted for the HWC plan and re-prioritize them with the graduate group in mind. The following rank-ordering is based upon these principles.

The most important strategic goal for graduate group hires is to hire colleagues who create synergies with current faculty and students. The highest priority new hires are those who can serve in committees for current graduate students' dissertations and qualifying exams along with current faculty. The World Cultures Graduate Group Strategic Plan priority listing is the following:

1. **(Unranked) Chicano History**

This urgent priority position is not ranked because it is a replacement for a current FTE.

2. **Transatlantic Colonial Latin American/Golden Age**

Based on the research areas of current graduate students and the emerging strengths of the graduate group, the highest priority for the World Cultures Graduate Group is to reinforce our current expertise in Hispanic Studies. Colonial Latin American literature is critical for many of our graduate students and is our highest ranked request.

3. **International World Heritage**

World Heritage is a signature UC Merced program that is not replicated at other campuses. Our one World Heritage faculty member is currently chairing a large number of committees, and other students are working on digital humanities and/or public culture with other graduate group faculty. An additional hire in this field will serve these students and build upon an emerging area of strength in our program.

4. **Nineteenth Century US West/Environmental History**

Many of our graduate students work on American History and Literature and on Environmental History and Literature. This proposed hire serves those students and builds areas of strength in both American Studies and Environmental Studies.

5. **GASP Latin American Art History and Theory**

Along with the proposed Colonial Latin America/Golden Age position, this hire will help to create a multidisciplinary core of Hispanic Studies students and faculty.

6. **Colonial US History**

Along with the Nineteenth Century US History position, this hire is essential to an American Studies focus. Along with our existing faculty expertise on the Early Modern Atlantic World and the Mayan empire, as well as the proposed Colonial Latin America position, it reinforces an innovative transnational and interdisciplinary focus on the colonization of the Americas.

All these faculty lines are crucial for the improvement of our current graduate group as they will complement the work of our current faculty and will help both current and prospective graduate students. We trust that you will try to get the necessary FTEs for all these hires.

Thank you in advance

Appendices

Appendix 1a, b, c: Positions requested in tabular form

Appendix 2: Majors, programs, and graduate groups

Appendix 3: SSHA future space needs (office and research)

Appendix 1a SSHA Table of Requested FTE, Year 1 of 3, 2010-11
EVC Target: 7 Number of positions requested: 11 priority 1

Colonial American

Priority	Name	Level	Primary Major	Secondary Major	Primary Graduate Group	Est. Startup Costs	Space	Other considerations
1	Developmental Psychology	Associate/full	Psychology		Psychology (in review)	100K	Office + new lab in SSM	Enrollment coping/graduate overlap
1	Quantitative psychology	Assistant	Psychology		Social and Cognitive Sciences	80K	Office new lab in SSM	Enrollment coping/ graduate overlap
1	Cognitive science and technology	Assistant or associate	Cognitive Science		CIS (in review)	125K	Office + new lab in SSM	Program building/graduate overlap
1	Public economics	Assistant	Econ		Social and Cognitive Science		Office (SSM)	Participation in management major
1	Heritage management and conservation	Associate	World Heritage		World Cultures	80K	Office + new lab in SSM	Build capacity for future; World Heritage has one ladder faculty
1	Quantitative methods	open	Sociology		Social and Cognitive Sciences	50K	Office (SSM)	Program building

Appendix 1a SSHA Table of Requested FTE, Year 1 of 3, 2010-11
EVC Target: 7 Number of positions requested: 11 priority 1

1	English Renaissance	Assistant	English/literature		World Cultures	50K	Office (COB)	Program building
1	Political behavior	Assistant	Political Science		Social and Cognitive Science	80K	Office+ new lab in SSM	Program building
1	Literature/Spanish lingusitics	Assistant	Spanish		World Cultures	50K	Office (COB)	Program building; Needed for minor in Span, as well as major
1	Colonial American Histotry	Full	History		World Cultures	50K	Office (COB)	Program building
1	Biological anthropology	Assistan	Anthropology		QSB	100k	Office + 800 sq ft lab (SSM)	Program/major development

Appendix 1b SSHA Table of Requested FTE, Year 2 of 3, 2011-12
EVC target: 7; Number of positions requested: 9 priority 1

Priority	Name	Level	Primary Major (current or planned)	Secondary Major	Primary Graduate Group	Est. Startup Costs	Space	Other considerations
1	Music studies; Asian music	open	Arts (GASP)		World Cultures	50K	Office (SSM)	Program building
1	Cognitive neurosciences	Assistant	Cognitive Science		CIS (in review)	200K	Office + new lab in SSM	CIS is in the process of developing a graduate group
1	Health economics	open	Economics		Social and Cognitive Sciences	60K	Office (SSM)	Program building
1	Modern Latin America/Mexico 20th C	Assistant	History		World Cultures	50K	Office (COB)	Program building

Appendix 1b SSHA Table of Requested FTE, Year 2 of 3, 2011-12
EVC target: 7; Number of positions requested: 9 priority 1

1	Romantic Victorian Literature	Full	Literature		World Cultures	50K	Office (COB)	Program building
1	Comparative politics	Assistant	Political Science		Social and Cognitive Sciences	60K	Office (SSM)	Program building
1	Developmental Psychology	Associate or full	Psychology		Psychology (in review)	100K	Office + lab in SSM	Psychology is in the process of developing a graduate group
1	Health psychology	Associate or full	Psychology		Psychology (in review)	100K	Office + lab in SSM	Psychology is in the process of developing a graduate group
1	Race Ethnicity Immigration	Open	Sociology		Social and Cognitive Sciences	60K	Office (SSM)	Program building

Appendix 1c SSHA Table of Requested FTE, Year 3 of 3, 2012-13
EVC Target: 7; Number of positions requested: 9 priority 1

1	Visual Culture/Transnational pre-20th C	Open	Arts (GASP)	History	World Cultures	45K	Office (COB)	Program building
1	Sustainable architecture	Assistant	Arts (MAP)		World Cultures	60K	Office (SSM)	Program building
1	Industrial organization	open	Economics		Social and Cognitive Sciences	60K	Office (SSM)	Program building
1	Post-Colonial Lit in English	open	Eng/Creative Writing		World Cultures	50K	Office (COB)	Program building
1	Philosophy of mind	Assistant	Philosophy	Cog Sci	CIS (in review)	50K	Office (SSM)	Program building
1	Political institutions	Assistant	Political Science		Social and Cognitive Sciences	60K	Office (SSM)	Program building

Appendix 1c SSHA Table of Requested FTE, Year 3 of 3, 2012-13
EVC Target: 7; Number of positions requested: 9 priority 1

1	Health psychology	Associate/full	Psychology		Psychology (in review)	100K	Office+ new lab in SSM	Program building
1	Quantitative psychology	Assistant	Psychology		Psychology (in review)	80K	Office+ new lab in SSM	Program building
1	Health sociology	open	Sociology		Social and Cognitive Sciences	60K	Office (SSM)	Program building

SSHA 2010-13

Majors, Programs, and Graduate Groups: Current Faculty and Proposed SSHA Hires

Name	Established or Planned Start Date	Number of Majors Spring 10	Student Credit Hours Fall 09	Student Credit hours by senate members Fall 09	Student Credit Hours Spring 10	Student Credit hours by senate members (spring 09)	Students in Graduate groups	Number of Current Faculty (and names)	Number of current Searches	Requested FTEs (and Names) PROPOSED 2011 - 2013
Anthropology	F08	18	852	496	880	660		Robin deLugan	None	**Biological anthropologist 2010-11**
								Kathleen Hull		
								Holley Moyes		
								Linda-Ann Rehbun		
Arts	n/a	n/a	1,340	188	1,337	328		Dunya Ramicova	None	**Sustainable architecture 2012-13**
Cognitive Science	BA F06; BS F07	77	1,076	1,076	1,093	1,093		Chris Kello	None	**Cognitive science and technology 2010-11**
								Teenie Matlock		**Cognitive neuroscience 2011-12**
								David Noelle (50%)		
								Michael Spivey		
								Evan Heit		
Economics	F07	45	1,395	923	1,208	1,208		Robert Innes	None	**Public economics 2010-11**
								Shawn Kantor		**Health economics 2011-12**
								Todd Neumann		**Industrial organization 2012-13**
								Alex Whalley		
								Katie Winder		
FLAN	n/a	n/a	1,516	228	1,508	216		Virginia Adan-Lifante	None	**Literature/Spanish lingustics 2010-11**
GASP	n/a	n/a	664	492	248	248		Keven Fellezs	None	**Music studies/Asian music 2011-12**
								ShiPu Wang		**Visual culture, pre-20th C 2012-13**
Geography	n/a	n/a	0	0	4	4		Yihsu Chen (50%)	None	
								Anthonly Westerling (50%)		
History	F07	72	1076	620	1068	584		Susan Amussen		**Colonial American history 2010-11**
								Sean Malloy		**Modern Latin America/Mexcio 2011-12**
								Ruth Mostern		
								Sholeh Quinn		
								Greg Herken (ret. 6/30/10)		

SSHA 2010-13

Majors, Programs, and Graduate Groups: Current Faculty and Proposed SSHA Hires

Name	Established or Planned Start Date	Number of Majors Spring 10	Student Credit Hours Fall 09	Student Credit hours by senate members Fall 09	Student Credit Hours Spring 10	Student Credit hours by senate members (spring 09)	Students in Graduate groups	Number of Current Faculty (and names)	Number of current Searches	Requested FTEs (and Names) PROPOSED 2011 - 2013
Literature	F07	70	779	415	776	456		Gregg Camfield	None	**English Renaissance 2010-11**
								Jan Goggans		**Literature/Spanish lingustics 2010-11**
								Ignacio Lopez-Calvo		**Romantic/Victorian literature 2011-12**
								Manuel Martin-Rodriguez		**Post-colonial literature 2012-13**
								Cristian Ricci		
Management	BA F04/BS07	170	1032	0	1032	0		None	None	**Three FTE in Provost's pool**
Philosophy	n/a	n/a	581	52	608	141		Peter Vanderschraft	None	**Philosophy of Mind 2012-13**
								Jeff Yoshimi		
Political Science	F07	145	1580	1169	1531	756		Thomas Hansford	One (completed)	**Political behavior 2010-11**
								Nathan Monroe		**Comparative politics 2011-12**
								Stephen Nicholson		**Political institutions 2012-13**
								Jessica Trounstine		
								Haifeng Huang (7/1/10)		
								Courtenay Ryals Conrad (7/1/10)		
Psychology	F06	340	1580	1169	5624	2922		Michele Chouinard	Two (in progress)	**Developmental psychology 2010-11**
								Yarrow Dunham		**Quantitative psychology 2010-11**
								Michael Hoyt		**Developmental psychology 2011-12**
								William Shadish		**Quantitative psychology 2011-12**
								Anna Song		**Health psychology 2012-13**
								Jack Vevea		**Health psychology 2012-13**
								Jan Wallander		
								Jr. Developmental Psych		
								Sr. Health psychologist		
								Sr. Public Health?		
Sociology	F10	n/a	1738	426	1244	568		Irenee Beattie	One (completed)	**Quantitative methods 2010-11**
								Nella Van Dyke		**Race/ethnicity/migration 2011-12**
								Simon Weffer		**Health sociology 2012-13**
								Paul Almeida (7/1/10)		
								Laura Hamilton (7/1/10)		
World Heritage	n/a	n/a	128	128	128	0		Maurizio Forte	None	**Heritage management/conservation 2010-11**

SSHA 2010-13

Majors, Programs, and Graduate Groups: Current Faculty and Proposed SSHA Hires

Name	Established or Planned Start Date	Number of Majors Spring 10	Student Credit Hours Fall 09	Student Credit hours by senate members Fall 09	Student Credit Hours Spring 10	Student Credit hours by senate members (spring 09)	Students in Graduate groups	Number of Current Faculty (and names)	Number of current Searches	Requested FTEs (and Names) PROPOSED 2011 - 2013	
World Cultures Graduate Group	2004						21			Transatlantic Colonial Latin American History/Golden Age	
										International World Heritage	
										19th C US West/Environmental History	
										Latin American Art History	
										US Colonial history	
Social and Cognitive Sciences Graduate Group	2004						27			**Developmental psychology 2010-11**	
										Quantitative psychology 2010-11	
										Developmental psychology 2011-12	
										Quantitative psychology 2011-12	
										Health psychology 2012-13	
										Health psychology 2012-13	
										Cognitive science and technology 2010-11	
										Cognitive neuroscience 2011-12	
Explanaiton of enteies in this section	FTE requests in bold correspnd either exactly or closely the the FTE requests by the majors and programs.										

Appendix 3: **SSHA Future Space Needs (Office & Research)**

Future SSHA Faculty

	Faculty	Discipline	Office location	# Offices Needed	Lab Space location		Research space (sq ft)	
2010-2011					Dry	Damp	Dry	Damp
	Developmental psych	Psych	SSM	1	1 (SSM)		600	
	Quantitative psych	Psych	SSM	1	1 (SSM)		450	
	Cog sci/technology	Cog Sci	SSM	1	1 (SSM)		750	
	Public economics	Econ	SSM	1				
	Heritage management	WH	SSM	1	1 (SSM or COB)		600	
	quantitative methods	Soc	SSM	1				
	English renaissance	Lit	COB	1				
	Political behavior	Poli Sci	SSM	1	1 (SSM)		400	
	Spanish lit/ling	Lit/FLAN	COB	1				
	Colonial American Hist	History	COB	1				
	Biological anthropology	Anth	SSM	1		1 (SSM)		800
2011-12					Dry	Damp	Dry	Damp
	Music studies	Arts (GASP)	COB	1				
	Cognitive neuroscience	Cog Sci	SSM	1	1 (SSM)		750	
	Health economics	Econ	SSM	1				
	Modern Latin America	Hist	COB	1				
	Romantic/Victorian lit	Lit	COB	1				
	International relations	Poli Sci	SSM	1				
	Developmental psych	Psych	SSM	1	1 (SSM)		600	
	Health psychology	Psych	SSM	1	1 (SSM)		600	
	Race/ethnicity/immigratio	Soc	SSM	1				
2012-13					Dry	Damp	Dry	Damp
	Visual culture	Arts (GASP)	COB	1				
	Sustainable architecture	Arts (MAP)	SSM	1	1 (SSM)		400	
	Industrial organization	Econ	SSM	1				
	Post-colonial lit	Lit	COB	1				
	Philosophy of mind	Philosophy/Cogs	SSM	1				
	American politics	Poli Sci	SSM	1				
	Health psychology	Psych	SSM	1	1 (SSM)		600	
	Quantitative psych	Psych	SSM	1	1 (SSM)		450	
	Health sociology	Soc	SSM	1				
Total new offices needed				21 in SSM; 8 in COB				
TOTAL new research space needed				**12**	11	1		