Agenda for HDC Meeting (All Constituents)
Thursday, April 18, 12:00 Noon-2:00 p.m.
Humanities 1, Room 202

I  Announcements

II  Discussion of the Divisional Plan
Facilitated by Assistant Dean Symonik
*Material attached: Draft Divisional Plan*
Introduction
This 2012-13 draft Humanities Division plan provides a context for the plans submitted by its departments and serves the traditional functions of a strategic plan within campus planning processes. It provides an overview of the Division, lays out resource assumptions to guide planning, articulates principles for setting priorities and goals, and calls attention to issues that need discussion and resolution to select among alternative futures.

The Expanding Universe of the Humanities
Much discussion both inside and outside the academy has been devoted to the role of Humanities in the 21st century academy and American society. From the point of view of scholarly work, there is an expanding universe of humanistic inquiry. The domain of historical inquiry deepens through thematic analysis and broadens through work that uncovers previously untold stories. Literary studies broaden the range of cultural productions engaged by scholarly critique—both in terms of genres and in terms of geographic and cultural locations.

Globalization interacts with the diversity of human languages and cultures with several consequences: it increases the urgency of the systematic analysis of the surviving linguistic diversity both for cultural documentation and for insight into human cognition. It also increases the very practical need to equip citizens with the linguistic and cultural competence needed to escape provincialism and launch productive careers. A relevant and local case of the latter is the obligation to provide equitable access to success by induction into university discourse through training in academic writing.

Critical perspectives and modes of explanation have multiplied and elaborated. The scholarly methods and epistemologies of faculty in the Humanities now fall across a broad spectrum of conceptual, interpretive, and empirical analyses. Productive faculty groups may center themselves around longstanding disciplinary traditions (e.g. Philosophy), unified methodologies that engage wide-ranging problematics (e.g. Feminist Studies), and, in the case of History of Consciousness, an intentional commitment to inquiry “outside the box” of received structures as a strategy for generating new perspectives and shaping productive approaches.

Dilemmas and Strategies of Faculty Formation
The Humanities Division and its several departments confront dilemmas that are visible across the academy as they shaping their faculty research and curricular programs in an institution the size of UC Santa Cruz. Within UC academic structure, departments remain the fundamental building blocks of the Faculty given their by-law 55 purview over academic personnel decisions and “substantial departmental questions” under the authority of the Faculty. A challenge for the Division has been how to ensure that it is organized into enough departments to engage with the universe of potential inquiry while ensuring that its departmental units are large
enough to be sustainable and to carry the additional administrative overhead expected of departmental Faculties.

As each department forges a collective vision of its future development, it must navigate a tension between coverage and critical mass. A strategy of attempting to “cover all the bases” as defined from the perspective of a recognized field can lead to isolation, a curriculum overly dependent upon particular individuals, and a structural disadvantage in graduate recruitment. On the other hand, a strategy that prioritizes clustering faculty around particular foci may avoid these threats at the potential cost of programs that appearing to an outside perspective overly specialized or even quirkily idiosyncratic. The individual departmental plans that accompany this divisional plan exemplify different strategies for reconciling this fundamental dilemma and different stages of developing a productive balance.

The test of a department’s strategy is how successful it is in achieving three goals:

1. The department is able to reliably sustain an undergraduate curriculum with the broad coverage expected of undergraduate degrees in its field(s) and attractive service courses.
2. The department is able to find a niche in the landscape of graduate education in its field(s) that allow it to successfully recruit prospective doctoral students and reliably place them in productive postgraduate careers.
3. The department is able to create an intellectual environment that stimulates productive scholarly interaction within the department for its members and facilitates intra-campus and inter-institutional connections.

As administrative units of the campus, departments can also show that they contribute to broader collaborations through support of interdepartmental programs and research projects or by building inter-divisional and inter-institutional networks that achieve these goals.

These general points are relevant to developing an academic plan that is not premised on expanding the size of the faculty. The goal of this plan is to sustain effectiveness and to enhance excellence within a context where resources, as measured in terms of faculty provisions, will be largely steady-state. This will require thoughtful decisions at both the departmental and divisional levels on how to use available resources for incremental change.

**Humanities Division SWOT**

The coverage/critical mass dilemma facing each individual department could in principle be replicated at the divisional level. That is, the Humanities Division as a whole could develop a consistent approach to resolving these dilemmas in an attempt to form a more unified “school” of Humanities. This has not been the historical approach of the Division nor does this plan envision that as a goal. The priority of this divisional plan is to maximize the opportunity for each of its
remaining\footnote{The budget crisis that began in 2008 resulted in the loss of several faculty provisions and a concomitant halt in faculty recruitment. Most of the division’s departments experienced a decrease in the size of their ladder faculties, but two were severely affected: American Studies and History of Consciousness. In 2010 the five remaining ladder faculty in American Studies sought transfers to other departments. The History of Consciousness departmental faculty are maintaining a departmental structure to support of their unique doctoral program through by-law 55 extensions.} departments in the Division to find a sustainable and effective niche in its field, as externally defined, and as a productive contributor to the broader aspirations of UC Santa Cruz. However as the domain for important resource allocation decisions, the Division must find a coherent position in the campus intellectual and financial ecosystems.

With this goal in mind, I offer the following analysis of the Division’s strengths, weaknesses, opportunities, and threats.

**Strengths**

Three themes characterize a majority of the faculty and programs of the Division. In this respect, the Division can be described as having a profile that is:

- Comparative, in seeing the productivity of framing research and pedagogical strategies in terms of analyses that simultaneously attend to both contrasts and similarities exemplified in comparable case studies.
- Transnational, in focusing on analyses and connections that cut across the boundaries of 19th and early 20th century nation states in favor of analyses of border crossing, diasporas, and thematic processes (such as citizenship, empire, and environment).
- Interdisciplinary, both in the narrow sense of bringing multiple disciplines to bear on problems and in the broader sense of intentionally building productive intellectual interaction across traditional academic boundaries.

Each of these is also exemplified in the Division’s inclination to find practical ways to support interdepartmental programs, such as the programs in American Studies, Classical Studies, East Asian Studies, German Studies, Italian Studies, Jewish Studies, and Language Studies.

Humanities faculty have long been committed to excellence in teaching and transformative learning at both the undergraduate and graduate levels. The interdisciplinary scholarship of several Humanities faculty have earned a reputation for shaping the development of traditional disciplines and stimulating new fields of study.

**Weaknesses**

The development of the campus over time delayed the opportunity for ladder faculty in some areas to fully engage in graduate education. With the approval of the
PhD program in Feminist Studies and the reopening of admission to the Philosophy graduate program, nearly all\textsuperscript{2} ladder faculty can participate fully in doctoral education.

- During the period of this plan, the Division should continue to broaden ladder faculty participation in doctoral education.

Though several of our programs have achieved high reputations within the academic community for the strength and impact of their work, the Division has only recently begun to address the need to engage broader, non-academic publics in making the case for the significance of its work. (We are far from unique in this regard in the national context.)

- During the period of this plan, the Division should embrace the case for the importance of liberal arts education as a foundation for professional success and look for opportunities to build bridges of engagement that benefit public discourse and citizenship.

**Opportunities and Threats**

These are combined because in several cases the threat consists of failure to embrace an opportunity. The order of listing is not significant.

**Technology**

Technology continues to transform academic work in all areas. Work in “digital humanities” covers a broad range of techniques and capabilities; support for such work is an increasingly common capability of Humanities centers. Technology enables a range of modalities for teaching and learning that augment—and in many cases improve on—traditional face-to-face formats. By providing easier access to courses and research products, it also increases the potential for public engagement. Taking advantage of such opportunities can advance us toward our goals but will require a systematic shift in how we allocate support funds.

- During the period of this plan, the Division should develop a digital technology strategy that identifies the areas of greatest benefit and guides investment in support for those activities.

**Enriching the Spectrum of Divisional Degree Programs**

In contrast to some other comparable institutions, demand for UCSC’s humanities undergraduate majors remains strong. Our existing programs must continue to be educationally effective by ensuring that they provide a curriculum in which students have access to the courses they need and achieve the faculty’s expectations for learning. The campus appropriately pays increasing attention to undergraduate

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\textsuperscript{2} The newly formed ladder faculty in Languages is not yet large enough to support graduate work in applied linguistics, but has opportunities to engage in training and mentoring students from other programs as instructors in their lower division curriculum.
enrollments in allocating instructional resources. The division can ensure stable or increasing enrollments by extending the existing range of interdepartmental degree programs that can serve a variety of students’ goals without the need for extensive additions to existing curricula.

- In order to maintain its major enrollments, the division must find a way accommodate a cohort of students comparable to the cohort of American Studies majors in existing majors or in new interdepartmental degree programs.
- Proposals for majors in Spanish Studies, Critical Race and Ethnic Studies, and Applied Linguistics and Multilingualism are under review or development by the faculty. Each of these has the potential to rebalance the distribution of majors across existing programs as well as bringing new students into divisional programs. Are there other opportunities?
- All programs need to publish a statement of learning outcomes that describe what students are expected to learn in the degree program. To illuminate the case for liberal education as a foundation for postgraduate success, programs are advised to situate expectations for specialized disciplinary knowledge in a general framework such as the AAC&U’s Essential Learning Outcomes.³

**Aspirational doctoral growth**
The campus is currently engaged in planning for substantial growth in doctoral education. This is seen as realizing a long time aspiration to increase the scale of graduate education on the campus and also as a means of securing additional core resources. To achieve this goal, new resources will likely need to be devoted to building capacity for doctoral education in areas with the highest likelihood of generating extramural graduate support.

Over the last few years, the number of graduate students in Humanities programs has declined from a high of 200 to approximately 165. This has resulted from a combination of three factors:

1. Faculty retirements in History of Consciousness and History, which led to restrictions on admissions to those doctoral programs.
2. A change in campus methodology for allocating TAships that led to a decrease in the total number of TAships allocated to Humanities.
3. Challenges in providing support packages for prospective students that are competitive with those offered by peer programs.

The Division’s goal during the period of this plan should be to return to the 200 level of graduate enrollment and increase the percentage of doctoral students. This would move the division back toward the current campus average of doctoral students per ladder faculty member, though it would still lag future campus and systemwide benchmarks. This will require:

• Prioritize available graduate support to doctoral students.
• Consider strategies for increasing the number of fee paying Master’s students.
• Develop effective strategies for increasing non-teaching support and allocating it in ways that improve retention and time to degree.
Resource Assumptions

This plan is primarily focused on the distribution of senate faculty positions across the division’s departmental units. This is not to downplay the very important issue of ensuring breadth and capacity in the undergraduate curriculum. However the most important near term issues for the campus—building capacity in doctoral education and increasing extramural sources of funding—are rooted in the research and teaching of the ladder faculty.

The big picture

The division currently holds about 130 funded faculty provisions, of which nearly 100 are devoted to senate faculty appointments and about 26 devoted to the support of continuing non-senate faculty appointments, primarily in the Language and Writing Programs.

Academic planning within the Humanities Division must take into account the stewardship of two foundational curriculum programs that serve the entire campus.

The Writing Program is responsible for overseeing a required lower division curriculum that consists of first year writing seminars satisfying the C1 and C2 general education requirements as well as a series of developmental writing courses. The Writing Program collaborates with the ten undergraduate colleges in delivering the first writing course required of all entering first year students (the college core courses) but is responsible for assessment and placement across the whole curriculum.

- Because the instructional costs of providing this program vary directly with the size and placement profile of the first year class, this plan assumes an agreement with Planning and Budget that ensures that the division’s allocation of “over-enrollment” funds responds to this annual variation.

The Language Program has long been responsible for providing lower division language instruction in a several languages. It has also provided a limited range of upper division language and cultural context courses. Under the previous divisional academic plan, the Program was set on a path toward departmentalization by the addition of ladder faculty with research expertise in second language acquisition and applied linguistics, broadly construed. The discussion below focuses on the path to departmentalization.

Here among the resource assumptions, however, it is important to note that the core curriculum in language instruction remains oversubscribed in most of the languages. The Program has taken a number of steps to ensure that its available resources are used efficiently and to allocate capacity in the courses. However the faculty provisions currently allocated to the Language Program for support of continuing lecturer appointments do not fully fund the current curriculum.

- About one-quarter of the budget for the current “pedagogically sound” curriculum remains funded on one-time funds. This represents an implicit
Divisional structural deficit in continuing funds of approximately $350,000. The Division will continue to seek ways of reducing or eliminating this shortfall.

**Shaping a Senate/Ladder Faculty of 100**

In preparation for updating the Division’s plan, I provided the September 2012 Chair’s retreat an overview of previous Divisional plans, each of which responded to calls from the central administration for plans premised on expansions of faculty resources. Taking a long view, however, revealed that despite those premises, the reality has been that the Humanities Division has been largely “steady state” in terms of its ladder faculty for some time:

**Object Lessons**

A “steady state” plan should focus on the priorities and objectives that will enable departments and the Division to determine the best use of resources that become available. These priorities must be grounded in the realities of resource allocation (e.g. enrollments, degree production) and strong cases for potential impact.

It might seem that the assumption of a steady state senate faculty size of 100 creates a radically different context for Divisional success. But consider the following profile of the Division over this period, in terms of permanent budgeted faculty, degree production and enrollments at the undergraduate and graduate levels:

<table>
<thead>
<tr>
<th>Period</th>
<th>Faculty FTE</th>
<th>Bachelor's</th>
<th>Undergraduate FTE</th>
<th>Graduate Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>99</td>
<td>504</td>
<td>2,124</td>
<td>165</td>
</tr>
<tr>
<td>2001-02</td>
<td>101</td>
<td>500</td>
<td>2,401</td>
<td>173</td>
</tr>
<tr>
<td>2005-06</td>
<td>103</td>
<td>669</td>
<td>2,786</td>
<td>204</td>
</tr>
<tr>
<td>2007-08</td>
<td>100</td>
<td>664</td>
<td>2,678</td>
<td>200</td>
</tr>
<tr>
<td>2011-12</td>
<td>93</td>
<td>650</td>
<td>2,536</td>
<td>165</td>
</tr>
</tbody>
</table>

The reality through this period has been that the Division has been largely steady state around 100 in the size of its permanent faculty. Through 2007-08, the Division had successfully increased degree production and enrollment at both the undergraduate and graduate programs. Since then, undergraduate enrollment has declined slightly; graduate enrollment has declined substantially, returning to the levels of 1999. One of the primary issues to be addressed by the updated plan is how to reverse the decline in graduate enrollment and to return to earlier levels of undergraduate enrollment.

This plan has been framed as an exercise in shaping a ladder faculty of about 100 to support a good spectrum of undergraduate programs, a stable and synergistic group of graduate programs, and productive research programs that can make a strong case for extramural support. As the data above shows, this is not a radical departure from the reality of the recent past, during which the Division has accomplished much.

Departments were asked to draft plans that assessed their current strengths and profile within the academic landscape of their fields. They were also asked to describe their strategies and priorities for shaping its ladder faculty over time under

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4 Data drawn from the annual Instructional Load Summaries at [http://planning.ucsc.edu/irps](http://planning.ucsc.edu/irps).
the assumption that the department size would fall within a narrow, steady state range. The target ranges provided to the departments are listed in the table below.

<table>
<thead>
<tr>
<th>Department</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Literature</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Languages</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Linguistics</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Feminist Studies</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>History of Consciousness</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>96</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

These ranges were primarily intended to constrain the planning task. They should not be interpreted as promises of future allocations. But they give a sense of reasonable expectations. The low side of these ranges as set close to the current sizes of the senate faculty in the department. The high side of the ranges represented a hope that the division could achieve a senate faculty that included at least 100 ladder faculty in support of graduate education.5

Departments submitted their draft plans in December, in time to inform the Division’s proposed 2013-14 faculty recruitment plan (currently under review by the senate and central administration). The next section provides an overview of important points from those drafts.

**Department Overviews**

**History**
The History department sees itself at the forefront of the movement within the discipline into transnational social and cultural history, with attention to issues of colonialism, gender, migration, and citizenship as world-level processes.

The department is in a period of substantial faculty renewal due to retirements, having concluded six successful recruitments of assistant professors over the two year period 2011-2013. This offers an opportunity over the period of this plan to take advantage of the perspective of new faculty to shape the profile of its graduate and undergraduate programs and to rebuild the enrollments in its doctoral program lost due to the suspension of admissions to the European track triggered by a cluster of retirements.

5 The Lecturers with Security of Employment who have provide program leadership in Writing and Languages are members of the academic senate.
The department has a strong record of faculty and administrative support for interdepartmental programs (Classical Studies, American Studies, Jewish Studies, Italian Studies, German Studies, and East Asian Studies). History faculty are contributing important curriculum support for Spanish Studies and have also provided leadership to the CRES initiative.

The department has faculty expertise in public history and digital humanities, which provide opportunities for collaborations with other faculty on campus and the potential of developing a distinctive profile in these areas for its graduate programs.

Following a series of several successful faculty recruitments, the department's next priorities for faculty recruitment are:

1. Modern France and the French empire and postcolonial world.
2. Early Modern Iberian Peninsula and its empires.

Issues and Goals
With the completion of these two recruitments, the department should be in a position to the goals articulated in its plan: rebuilding the Europe track of the PhD program; further development of “World History” in the profile of its programs, and engagement with the emerging fields of public history and the digital humanities.

Literature
The Literature faculty at UCSC has always been organized into a single department, in contrast to a traditional division into an English department and comparative or national language departments. As a result, the department has developed a multidimensional framework that facilitates work across periods, languages, genres, and approaches to literary scholarship and creative production. In this respect, the department is well ahead of current trends that are forcing academic reorganization of language and literature programs.

The department believes that their strategy of appointing faculty who have focused research expertise but who are eager to work across languages, nations, approaches, and periods creates an environment where faculty and students can grow through innovative collaborative work with colleagues working critically and creatively in other periods and places. The department trains its teaching assistants to work in a multiple subject areas, equipping them with experience and versatility as scholar-teachers.

The undergraduate major in Literature is the largest in the Division and offers students a variety of concentrations while maintaining a common structure across foundational preparation and expectations for work in languages other than English. Literature department faculty have played crucial roles in supporting several of the Division’s interdepartmental undergraduate programs (Classical Studies, American Studies, Jewish Studies, Italian Studies, and German Studies) and offer courses that serve students in majors outside the division (e.g. Latin American and Latino Studies). Literature faculty are taking leadership roles in the development of the
new Spanish Studies degree program and in the initiative in Critical Race and Ethnic Studies (CRES).

With the successful conclusion of its current faculty recruitment in creative writing, the department is looking to develop a creative writing concentration within its PhD program. Such a concentration could add further distinction to the doctoral program and increase competitiveness and potential increase the size of the program.

The near term priorities for faculty recruitments are as follows (with potential for support of interdepartmental programs indicated):

1. Medieval and/or early modern Mediterranean Literatures and Cultures
2. Comparative Ancient Mediterranean Studies (Classical Studies)
3. African Diasporic Literatures and Critical Race Studies (CRES)
4. Global 19th Century Studies, with potential of support for Dickens Project

**Issues and Goals**

The faculty’s age demographic suggests that it has the potential for significant faculty renewal. The department should review its priorities for recruitment to ensure that the faculty profile that results from this renewal will be able to sustain (and ideally slightly increase) the level of undergraduate and graduate degree production relative to 2008 benchmarks. Engagement with doctoral mentoring should widen within the faculty.

Literature has the opportunity to stabilize support for its doctoral students and further develop their teaching portfolios by systematic collaboration with Languages and Writing. Increasing the participation rate of their doctoral students in these programs will facilitate the smoothness of the faculty renewal during retirement replacements.

The department’s record of effective support for interdepartmental programs should continue. The opportunity to support Spanish Studies and CRES provides the department with its best means of building a case for future faculty growth.

**Languages**

The previous divisional plan initiated a path of departmentalization of the Language Program by developing a ladder faculty whose research expertise would be in Second Language Acquisition and Applied Linguistics, broadly construed, and which would provide stable leadership for the existing curriculum in language instruction.

Table I is focused on planning for the size of the department’s senate faculty. It therefore greatly understates the size and complexity of the existing department, which includes 14 continuing non-senate faculty as well as several “pre-six” lecturers and graduate student instructor who provide instruction in nine languages. Courses provided by the Language Program are in high demand and serve students from programs across the campus in ways that are critical to their educational goals.
and post-graduation success. The department also sponsors the Spanish for Heritage Speakers program.

This plan anticipates successful achievement of departmental status for the program, under the proposed rubric of the department of Languages and Applied Linguistics. The department will serve as the administrative home for the proposed major in Spanish Studies. The ladder faculty profile envisioned under this plan would enable the approval of a proposed undergraduate major in Multilingualism and Applied Linguistics. For the time being, engagement with graduate education is limited to the pedagogical training and mentoring of students from other programs who teach in the department’s lower division curriculum. However it is not unrealistic to envision the possibility of a graduate designated emphasis in Multilingualism and Applied Linguistics as well.

The ladder faculty expertise in this department complements that of the Linguistics faculty, creating opportunities for coordination and collaboration between the two departments that would benefit the students in their programs.

With the successful faculty recruitment in French during 2012-13, the department’s remaining priority for faculty recruitment is another position in Spanish Applied Linguistics.

**Goals and Issues**

Subsequent to its recent external review, the department has made good progress in clarifying the learning outcomes and levels of performance expected at each level of its lower division courses of instruction. Continued progress in this regard is expected.

The programs being developed by the department will rely on collaborative relationships with faculty in other departments and can also be expected to serve students from several other programs. Spanish Studies will fill a longstanding gap in UCSC’s inventory of degree programs and will complement existing offerings in Literature, Linguistics, and LALS.

Finally, a substantial portion of the existing core lower division curriculum capacity in languages does not have continuing funding to underwrite it. This has been a longstanding challenge for the Division that the recent budget cuts have exacerbated. The department leadership has recently taken several steps to improve the situation, but the options for further savings are limited.

**Linguistics**

The Linguistics department has been an exemplar of the strategy of achieving a distinctive place in its field through focusing faculty expertise in a few areas rather than attempting broad coverage. This has resulted in an outstanding profile of research and teaching, bringing it distinction within its disciplinary field.

The department is the third largest in the Division in terms of ladder faculty size and undergraduate degree production and fourth in terms of graduate enrollment.
Within the division, only Linguistics and Philosophy provided a higher SCH FTE in instruction in 2011-12 than in 2008-09.

With a successful recruitment in 2012-13, the department has achieved the program of faculty renewal envisioned in the last academic plan, with a concomitant reorientation of the doctoral program to incorporate a broader array of research areas and methodologies. This has increased the opportunities for cross-division collaborations and extramural funding.

**Goals and Issues**
The department’s plan notes its ongoing concern about gender balance in the faculty and the need to attend to a graduate transition in departmental governance across the age demographic divide in the department.

The department correctly sees the need to develop additional, extramural graduate support as the major challenge to increasing the size of its doctoral program, which has been relatively steady for several years.

**Philosophy**
The Philosophy department’s faculty has developed a vision for its future: to build a faculty whose research and teaching interests do not neatly align with the received partitioning of the field into analytic and continental traditions. The department has some history of bridging that divide, to the benefit of students in the History of Consciousness and other campus programs.

The faculty recognize a network within their research interests and teaching portfolios a number of themes and interests that unite and distinguish the research interests and teaching portfolios of its members and view this as a strength of their program. After a period of hiatus in graduate admissions, the current year’s recruitment has confirmed the attractiveness of its vision of a space for doctoral education in philosophy that bridges the analytic-continental divide.

**Goals and Issues**
The department’s recent external review report endorsed the general ethos of the vision as a productive and distinctive, though not unique, orientation for future development. The department has built a faculty with particular strength in the relations between philosophy and science, viewed both through history and current practice. The recommended more specificity in the position descriptions for future recruitments. The department anticipates conducting a search for ladder faculty appointments in 2013-14.

The department’s plan notes that its record for diversity among the cohorts of its graduate students is strong. It remains challenged to achieve gender diversity among its faculty.

Through distinguished efforts of two of its doctoral candidates, the department has trained and sponsored a successful campus team in the Intercollegiate Ethics Bowl. These activities have offered the department and the division a very visible and
legible contribution in civic engagement. The question for the department remains whether this tradition of engagement and success can be sustained without a stronger connection into the ladder faculty.

**Feminist Studies**
The Feminist Studies department has built a distinctive profile within its field through a pedagogical focus on theory and epistemology and problem-oriented, transnational, socially engaged research. The department’s core faculty have a range of expertise and disciplinary training and form effective collaborations with feminist faculty across the campus, giving the department’s own curriculum an inherently interdisciplinary character and ensuring that their students bring their training in feminist theory to courses in across the campus curriculum.

The department has a longstanding record of effective graduate education through its Designated Emphasis program, which has brought doctoral students from a number of campus programs into their graduate courses. The first cohort of doctoral students for their newly approved PhD program in Feminist Studies will enter next fall.

The department’s faculty and their courses contribute to a number of other programs. Faculty in this department have taken a leadership role in the CRES initiative.

The department has articulated three areas for faculty recruitment:

1. Feminist Science Studies
2. Knowledge and Politics
3. Africana/Diaspora/Transnational Feminisms

**Goals and Issues**
The successful launch of the new PhD program will be a major focus of attention for the faculty in the near term. This plan envisions that the department will conduct at least one recruitment during this period, providing an opportunity for the faculty to clarify their hiring strategy. With several newly tenured faculty, the department has expanded options for developing leadership and stabilizing governance.

**History of Consciousness**
The renewal of the History of Consciousness doctoral program remains the most pressing issue for the Division to confront. The doctoral program in History of Consciousness has an established international reputation and has served as a model for advanced interdisciplinary research and graduate pedagogy. Its alumni contain a number of distinguished individuals whose contributions within and outside of the academy have been influential. Admission to the program is among the most selective on campus. The program has a longstanding commitment to training a highly diverse group of young scholars.

Until recently, when the core faculty was reduced through retirements and separations, the doctoral program was the largest in the division. It operates at the
intersection of established and emergent disciplines and fields. Through its individualized mentoring of doctoral students, it has forged connections that bridge out of the Humanities to faculty and students in the other divisions.

The department currently holds three ladder faculty and one faculty member with a joint appointment in History. The department has been augmented by extension of by-law 55 rights to two other faculty.

Admissions to the program remain strong. The faculty have developed a strategy for sharpening the intellectual coherence of its curriculum, enhancing the resources available for a range of intellectual foci, and increasing the engagement with associated and affiliated faculty through a program of biennial projects or concentrations. These will build critical mass in cohorts as targeted areas of admissions without losing the program’s essential strategy of gathering students with wide ranging and path breaking projects together in a generative intellectual community.

Goals and Issues
The department’s goal is to renew its core faculty through new appointments, replacing a retiring faculty member and participating vigorously in division-level searches for faculty who will make contributions to other programs, whether through joint appointments or MOUs documenting contributions to History of Consciousness.

Writing Program
The Writing Program’s faculty recognize the multi-lingual reality of California middle and high school students and are engaged in a program of assessment and innovation aimed at improving the educational effectiveness of the lower division composition curriculum that they oversee. Details are reviewed in the department’s plan.

Like other departments, the size of the Writing Program’s core senate faculty shrank when retirements were not replaced. A successful faculty recruitment in 2011-12 reversed that trend with the appointment of a Lecturer with Security of Employment who brought new expertise into the program. The Program anticipates a similar search in 2013-14 with the aim of appointing to additional LSOEs, achieving the goal of bringing its core senate faculty to 5.

The Division’s objectives for the program are to ensure that this foundational curriculum has adequate capacity to serve the entering students and for its faculty to continue to focus their attention on delivering effective courses that prepare entering students for academic success and to offer assistance to departmental Faculties in ensuring that students continue to develop their core competencies in written and oral communication in ways appropriate to their degree programs.
The Last Part

The general principles laid out at the beginning should interact with the departmental plans to identify themes and objectives to undertake in the period of this plan. What should the content of this section be? How detailed or deterministic should it be?

I assume at least these points:

1. This section will not give a linear order of how the various departmental priorities for faculty recruitments will be implemented. There must remain a certain level of flexibility to respond to the changing priorities that result from retirements and separations and the possibilities created by new appointments.

2. Some framework of benchmark expectations for undergraduate enrollments and degrees for each department is essential to guide departmental curriculum planning and accountability for TAS funds. The support of interdepartmental programs will necessitate faculty having ongoing MOUs that accountably allocate their teaching effort to specific programs.

3. The central department-level problem for the divisional plan to acknowledge is to develop a plan for the renewal and sustainability of the History of Consciousness doctoral program.

What else?
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

  Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

  Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002), Taking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007). For further information, see www.aacu.org/leap.