

Distinctions of the College of Behavioral and Social Sciences California State University, Chico Fall 2005

I. OVERVIEW

The College of Behavioral and Social Sciences (BSS) is composed of eight departments and two academic programs: Anthropology (ANTH), Child Development Program (CHLD), Economics (ECON), Geography (GEOG), Health and Community Service (HCSV), Political Science (POLS), Psychology (PSYC), Social Science Program (SOSC), Social Work (SWRK), and Sociology (SOCL). We have over 100 tenured and tenure track faculty and an additional 100 faculty who work part-time. We are one of the largest colleges on campus, generating over 22% of the campus FTES. Along with our dedicated faculty, we have 25 staff members who support every aspect of our mission. Our annual operating budget is approximately \$10 million.

Mission Statement

The College is committed to the scholarly pursuit, dissemination, and practical application of knowledge focused on human behavior in the social and physical environment. As teachers and scholars, we express this commitment by striving for excellence in teaching and learning, research, and service. Through our general education, graduate, and undergraduate programs, we prepare students to be knowledgeable in the methods and scope of the behavioral and social sciences, to be skilled in their respective disciplines, and to be prepared to undertake a lifelong path of learning and service to their community.

College Strengths

Over the past five years, the College has been guided by the University's Strategic Priorities, the College's Strategic Planning, and faculty leadership. Our strengths lie in:

- providing excellent teaching that enhances student learning;
- encouraging, supporting, and rewarding faculty scholarship, and supporting faculty and staff professional development;
- building service learning opportunities with human service organizations throughout the region;
- sustaining student engagement through clubs and organizations;
- achieving and maintaining department and program professional accreditations;
- providing service to the region by collaborative partnerships with numerous community agencies; and
- supporting an active distance education program for students throughout the state and nation.

II. COLLEGE-WIDE ACTIVITIES

Development

The College has been working to enhance development efforts for several years in cooperation with the BSS Advisory Board and the CSU Chico Research Foundation. We

currently have almost \$1,000,000 in endowments that support either scholarships or academic programs within the College. We also average over \$50,000 in cash and in-kind gifts per year from alumni, friends, and community organizations. In addition, the College distributes more than \$27,000 in scholarships to over thirty students and awards approximately \$5,000 to ten students annually.

Efforts are currently underway to strengthen relationships with long time donors, alumni, and friends of the College. The College has a wide network of successful graduates and North State contacts that can be utilized to supplement the resources provided by the State of California. The College is in the process of hiring a half-time development officer to begin in the spring semester. This will enable us to put even more effort into development activities.

Accredited Programs

All professional preparation programs (social work, school psychology, health administration, public administration) are accredited by nationally recognized credentialing bodies. The health education program is in the process of obtaining programmatic accreditation. We also run the Associated Student's Children's Center/Child Development Laboratory facility that has been accredited since 1989 by the National Association for the Education of Young Children.

Distance Education

The College offers many distance education courses for students in our region and our beyond. Online students can complete their BA degrees in Social Science (Breadth and Depth Patterns) and Liberal Studies. In addition, students are able to complete their minor in Family Relations and Psychology as well as complete their Paralegal Certificate with the courses that are offered by the College . We also provide online K-12 Health Teacher Credentialing courses as well as courses that fulfill a GE Theme, an upper-division, general education requirement.

Excellence in Teaching

The College prides itself on the quality of academic instruction that it offers. Four of our departments, Anthropology, Child Development, Health and Community Services, and Psychology have received a university-wide award, High Quality Learning Environments, in the past five years.

The faculty's determination to offer consistently high quality learning environments is further reflected in our commitment to rigorous and systematic course and program assessment, and to innovation in both curriculum and pedagogy. BSS faculty have taken leading roles in the University's Center for Excellence in Learning and Teaching (CELT), and 6 of the last 10 University Outstanding Teacher and Outstanding Advisor award winners have come from the College.

External Funding: Grants and Contracts

External funding remains a high priority for the College. Over the last two years, BSS has generated nearly \$6,000,000 worth of grants and contracts for the University. For example, CHLD has received funding for campus childcare from the US Department of Education.

GEOG received large contracts for regional and statewide projects. HCSV has over half a million dollars in contracts from the California state and county governments for analyzing emergency medical systems. PSYC has received funding for research projects from the National Institutes of Health and the statewide First Five Commission (funding services for children 0-5 of age). SWRK has significant grants to fund its undergraduate and graduate programs from the Federal Title IV-E Child Welfare Training Programs and the California Mental Health Training Program.

Centers and Museums

The College of BSS has three centers and an Anthropology Museum. Geographical Information Center (GIC) was established in 1988 to introduce digital mapping and geographical information systems (GIS) technology to the northern California Region. The Community Legal Information Center (CLIC) is a program of the Political Science Department. Students provide free legal information to Chico and the surrounding region under the supervision of faculty attorneys. The North East Information Center (NEIC) manages and archives historical and archaeological resources (e.g., records, reports, and maps) in Northern California. The Anthropology Museum was established in 1970 to support the Anthropology Department's Museum Studies Program.

BSS Advisory Board

The BSS Advisory Board was formed in 1999 to aid in the advancement and fund development of the College. It is made up of alumni, former BSS faculty, leaders of agencies or offices in the professional communities topically related to the academic programs offered by the college, and current and/or historical philanthropic supporters of the College and its programs. The Board meets with the Dean and the Development Officer quarterly to confer on how to extend the College's presence in the community and maintain a continuing connection with our graduates, friends, and supporters. The BSS Advisory Board works in conjunction with the Development Officer on special fund raising activities and events for the College.

College-Community Partnerships

Among our strengths are the many services we provide to the region. Every department and academic program has multiple partnerships with public and private organizations. Most departments have built-in relationships with agencies that provide service learning experiences as well as the more advanced discipline-guided internships. The following provides a sampling of these partnerships.

- Formal University Affiliation with the Associated Students Children's Center/Child Development Laboratory.
- Government agencies such as public schools, county offices of education, municipalities, community care licensing, juvenile hall, homeless shelters, drug rehabilitation, foster homes, and medical facilities.
- Nonprofit agencies serving parents and children in a variety of settings including prenatal and infant care, shelters, environmental camps, church youth groups, parent education, and nutrition/health care.

Please see Attachment A for a brief profile of each of the ten academic units within BSS.

III. FACULTY SCHOLARSHIP

The BSS faculty is a community of dedicated teacher scholars. Faculty scholarship is often embedded in our teaching in order to provide a comprehensive education for our students. Trained at research universities, BSS faculty are involved in many types of research and professional activities. With this background, we provide an educational environment which enables our students to be life long learners, to have mastered a particular area of study, and to have the necessary competencies to enter careers of high professional caliber. The faculty is committed to modeling the fully engaged professional in our various disciplines.

Even though a heavy 4-4 teaching load is the norm throughout the University and the College, BSS faculty are supported in pursuing their research and publishing agendas with release time, internal grants, and other means of reducing the teaching load and defraying costs. In addition, the faculty has been active in acquiring outside grants for research. The Geography and Anthropology departments lead in grant and contract acquisition based on total dollar amount.

In keeping with President Zingg's North State Initiative, as well as ongoing international interests, BSS faculty research has been both local and global. Among the recipients of prestigious awards are Antoinette Martinez (ANTH) who received a Ford Foundation Postdoctoral Fellowship in 2004; Tony Waters (SOCL) who received a Fulbright in 2003-2004 for work in Tanzania; Ted Singelis (PSYC) who received a NIH grant for research on Mexican-American senior health; Lori Weber (POLS) who received an NSF grant for research in deliberative democracy with colleagues at Carnegie Mellon University; and Alan Gibson (POLS), who is currently a James Madison Visiting Fellow in Research at Princeton University. BSS faculty conduct research and publish on the Congo, Tanzania, South Africa, Honduras, Peru, Brazil, Mexico, the Middle East, India, and Thailand in addition to work in California and the United States.

The results of these intellectual efforts have been many and varied. In the last three years, BSS faculty have published thirteen books, over one hundred articles in peer reviewed journals, two dozen chapters in books, and made hundreds of presentations and other contributions at academic conferences.

Moreover, the BSS faculty is a young faculty. Nearly 50% of them have been hired in the last ten years. We, therefore, expect that this scholarly productivity will continue to grow in future years as their careers mature.

IV. STUDENT LEARNING: ACTIVITIES AND SUPPORT

Student Awards/Academic Honors

The strengths of students in the College are demonstrated yearly through the number who receive academic honors at commencement. In the last four years, BSS majors comprised nearly 30 percent of the Bachelor of Arts degrees with honors. In addition, over one-half of

the students campus-wide, graduating with Honors in the Major are BSS students. Our undergraduates are also over-represented in student leadership, with nearly one-third of the 2005-2006 Associated Students' officers and support staff being BSS majors. Two of the three students who received awards for service learning were also BSS majors. The graduate students of the College also excel as shown by the most recent campus-wide awards for Outstanding Masters' Theses: Two of the last four recipients of the Outstanding Masters' Thesis competition came from BSS, both from the Masters Program in Anthropology.

Infrastructure for Student Learning

The first responsibility of the College's faculty is to excellence in teaching. We are teacher/scholars, and are here, first and foremost, for the benefit of our students. Our resources follow our priorities; an important goal for the College is maintaining state-of-the-art classrooms and laboratories. A large proportion of our classrooms allow faculty to integrate computer and web-based teaching technology into their classes. In addition, with the University's technology, faculty members are able to establish sophisticated web sites for their students' access, including voice- and video streaming capabilities. Class sizes in the College remain relatively small, with most undergraduate classes having enrollments of less than 50 students. Several of the departments in the College have specialized laboratories offering students unique learning opportunities. These include geographic information systems, forensics, archaeology, museum conservation, court simulation, biopsychology, and animal learning laboratories.

While our first responsibility is to classroom teaching, BSS faculty are united in the firm belief that the most effective learning takes place both in and outside of the classroom; the faculty are dedicated to providing students with the fullest possible array of high-quality learning opportunities. Built into the curriculum are hands-on laboratories, service learning opportunities, and supervised internships experiences. Students have ample opportunities to grow with other college-wide programs such as Honors in the Major, presenting their work at student symposia and professional conferences, and participating in discipline-specific student groups and honor societies.

Service Learning Integrated in Majors and the GE Curriculum

Service learning is an approach of linking academic study with practical, hands-on service experience. A large number of our students take advantage of service learning and internship opportunities where they can link traditional academic study with practical, hands-on service experience in the local community, and can develop and refine their sense of civic responsibility and engagement with the community. With service, students begin to recognize other things within the course (e.g., values of racial understanding, perspectives of the elderly, democratic justice). The Sociology of Life course (SOCL) was recently highlighted as an exemplar of a service learning course where undergraduates take oral histories from seniors over several weeks. The semester-long involvement in the project helps students conceptualize the intersection of biography and history, instills a sense of moral responsibility, and a new awareness of their own lives. The campus is a leader in community service in the CSU System.

Honors in the Major

Most of the College's departments administer an Honors Program that offer some of our strongest undergraduate students the opportunity to conduct independent research with a faculty mentor. The students engage in a year-long research project, culminating in a public presentation of their work. Some students present papers at regional, national, and international professional meetings, at national and statewide student competitions, or in department-specific presentations. With a 30-year tradition, Psychology has the oldest Honors in the Major Program, with twelve students participating annually.

BSS Student Symposium

The majority of BSS Honors students present their research at the BSS Student Symposium. The BSS Student Symposium has grown since its inauguration in 2002. In Spring 2005, approximately 40 students were mentored by individual faculty sponsors for their research presentations. More and more, the College's graduate students also showcase their research theses at this public academic event. The Student Symposium has become one of the College's centerpieces where some of most outstanding students participate in a distinguished pre-professional activity.

Student Groups and Honor Societies

Undergraduate and graduate students of the College demonstrate a strong interest in their discipline, and organizational praxis through more than 20 student associations. From student chapters of national professional associations (e.g., the American College of Healthcare Executives and the National Association of Social Work) to numerous academic clubs, and to service-oriented organizations (e.g., The Community Legal Information Center and the Health Professionals Association), our students enhance their college experiences, provide needed services to the campus and region, and embrace their pre-professional identities.

Some of the College's top students are members of honor societies associated with their disciplines (e.g., Omicron Delta Epsilon, an international honor society in Economics; Pi Sigma Alpha, the Political Science Honorary Society - Best Chapter Award 2004/2005; and PSI CHI, the National Honorary Society in Psychology - the largest organization of psychology students in the world). Each of these societies recognizes our best students for their academic excellence, and is a springboard for professional and personal growth. Also, on average 50 students with majors in BSS are invited to be members of PHI KAPPA PHI, the highly selective national honor society that only offers membership to the top 5% of upper-division university students.

Inter-Professional Education Saturday

A current practice among human service professionals is working in interdisciplinary teams in order to provide the best care for at-risk populations. For one Saturday, students from several different majors, including over 200 majors from BSS (CHLD, PSY, and SWRK) work in interdisciplinary teams to analyze a realistic case study. The day is carefully constructed so that students are required to work together, to ask visiting professionals about possible roots of the issues that place this family at risk, and to develop a plan of possible interventions. The day allows teams to ask key questions, and to develop solutions based on their expertise, the information from the practicing professionals, and from the family

members themselves. It is a unique pre-professional activity for students from several different disciplines. The Saturday class is sponsored by the participating departments.

IV. ASSESSING THE IMPACT OF THE COLLEGE OF BSS

The College has a long history on providing experiential learning to our students within a rigorous and relevant curriculum. We provide the opportunities for students to explore at each level what might help them grow professionally and personally. We have integrated hands-on laboratory experiences well as infused instructional technology in the curriculum. Students become proficient in using computers and various programs as they learn and complete their assignments.

We also have a well-respected history of helping community social service agencies by providing supervised and trained student volunteers through service learning and internships. Our students provide thousands of hours of student help throughout the year to hundreds of private and public agencies. For example, HCSV has approximately 280 students per semester who volunteer in the community for a total of 5600 hours of service to the community. POLS has approximately 120 students who volunteer over 14,000 hours per semester, and PSYC has about 50 students volunteer for over 6500 hours of service per semester.

We host field days for secondary education students who come to campus and learn about Psychology. The field days provide those young students with an opportunity to come on campus, interact with faculty, staff, and students, and perhaps aspire to seek a college education.

Helping California Lead

The College contributes to innovation and leadership in the following ways:

- The results of our research help improve policies and practices.
- Our students graduate with a balance of expertise, values, and skills to provide valued service in their respective careers.
- Our commitment to distance education enables more students to access quality higher education.
- Our faculty and students provide a needed voice in professional organizations, on editorial and research review boards, in community- and school-based organizations, and in legislative and governmental agencies.

VI. FUTURE DIRECTIONS

The College of Behavioral Sciences is well positioned for the future. Building on a rigorous curriculum that maintains currency and relevancy, the BSS faculty and staff are poised to expand even further our research opportunities and externally funded initiatives. We will continue to be leaders in the integration of technology to enhance student learning both on and off-campus. BSS programs are essential to the University President's North State Initiative effort and service to the region will continue to expand. We will continue to lead in providing environmental education, awareness, and programs throughout the area. Outreach

to our graduates, as well as to friends of the College, will strengthen our programs, increase scholarship and service learning and internship opportunities, and diversify our funding sources for ongoing excellence.

Attachment A: BSS Departmental and Program Profiles

Anthropology

The Anthropology Department, recipient of the University's "High Quality Learning Environment" award in 2003, has undergraduate and graduate level offerings in cultural anthropology, physical anthropology, archaeology and museum studies. Students may select classes geared towards more advanced academic degrees or applied dimensions of the field. For example, the Forensic Anthropology Program, buttressed by two board certified specialists in human identification, has a national reputation for preparing students at the undergraduate and graduate level in the growing fields of forensic anthropology and forensic science. Similarly, our department's archaeologists are engaged in a broad spectrum of research and applied activities involving heritage preservation, archaeofaunal analysis, and conservation, as in their work with local Native peoples to protect the past. Cultural anthropology offers a range of courses devoted to contemporary global issues and regional studies [Native North America, Latin America, Asia, Africa], and students learn to apply their understanding of the discipline in field methods courses. A Museum Studies Program offers a rare opportunity for students to train in exhibition research and design, conservation, museum management, and community relations, with a Museum Studies Certificate for undergraduate and graduate students and an Option in Museum Studies for students at the graduate level.

Child Development

The Child Development Program offers an interdisciplinary major with coursework from a variety of colleges and departments. Our program emphasizes the integration of theory and research; our faculty are dedicated and excellent teachers who are actively involved in scholarship, community service, and consultation with local and state agencies. Student learning and assessment focuses on six standards: Foundations of Child Development, Child Assessment and Study, Programs for Children and Families, Professional Qualities, Critical Thinking, and Developmental Contexts. Majors are required to enroll in a series of internships. We have a collaborative partnership with the Associated Students Children's Center (a nationally accredited facility) where CD students participate as active staff members, providing high quality child development services to the pre-kindergarten age children. The Child Development Program was recognized by the campus as outstanding, receiving the university's High Quality Learning Environment Award in 2002.

Economics

The Economics Department has 9 full-time faculty who teach undergraduate majors and minors as well as students from the College of Business and many other departments. Our faculty hold doctoral degrees from prestigious American graduate programs; we are actively involved in publishing and grants and in local economic issues, but we place undergraduate teaching and learning as our highest priority. The faculty uses diverse approaches in conjunction with numerous applied case studies to provide students with both broad and in-depth exposure to the discipline. We teach a "way of thinking" that our graduates can use in their personal lives as well as in their employment. Although some of our majors enter graduate school after they leave Chico, the majority enter the labor force immediately. We stress the importance of good writing, computing, and interesting, rewarding jobs.

Geography and Planning

The Department of Geography and Planning prepares students to participate in and understand the social, environment and technical forces that shape our planet's future. Our goal is to give students geographic critical insight into the relationship between societies and the physical world from local to global scales. The Department's curriculum focuses on environmental content and fieldwork, up-to-date techniques courses (particularly Geographic Information Systems), exposure to global issues and planning as a key aspect of applied geography. The Minor in Environmental Studies supports a campus-wide, interdisciplinary environmental curriculum. The Environmental Action Resource Center provides students with information about campus activities, literature and opportunities for involvement in environmental issues. The Department coordinates the use of the university's ecological preserves for environmental education and as a platform for research on restoration. Techniques courses are central to the curriculum; the GIS certificate reflects current technological trends in the labor market, policy, research and education. The focus of the planning curriculum and certificate on small towns and rural areas is particularly relevant to resource and growth issues in northern California. In addition, we integrate our curriculum with the Latin American Studies Program. Regional expertise of the faculty includes Central America, Brazil, Africa, Australia, and the American West.

Health and Community Services

The Department of Health and Community Services has embedded extensive service learning requirements within the curriculum to further the goals of student interaction with community partners in the university's service region. These projects are viewed as exemplary in connecting education, community service, and faculty scholarship. Some of the projects include health promotion in the Chico Hmong community, pesticide education of Mexican migrant farm workers, and youth development at Chapman Elementary School. The Department received a campus award for its integration of service learning into the curriculum.

HCSV is also committed to the development of a scientific knowledge base in health promotion, and has launched a scholarly, peer-reviewed, electronic quarterly journal called the *Californian Journal of Health Promotion* at <http://www.cjhp.org/>. The journal has a nationally recognized editorial board, including many BSS faculty. The journal has also stimulated publication by BSS faculty, and has encouraged intra-university and inter-CSU faculty collaboration.

Political Science

Political Science is a large and dynamic department with about 750 undergraduate majors and 80 graduate students. We offer BA degrees in five areas (General Political Science, International Relations, Legal Studies, Criminal Justice and Public Administration) and two graduate degrees (an MA in Political Science and the MPA). Graduates pursue a variety of career paths in both the public and private sectors, and many go on to graduate study or law school. Virtually all of our students engage in service learning and internship experiences, such as the Community Legal Information Center (CLIC) in which student paralegal interns provide the only free legal information north of Sacramento. Our students work with faculty in a class to publish a scholarly journal, *Studium*, which features student scholarly articles

and art, and we have one of the highest ranked Model United Nations teams in the country. Our faculty members are dedicated and accomplished teacher-scholars. Faculty awards include the Outstanding Adviser Award, two Maggie Awards for Outstanding Faculty, and the Associated Students Pearls of Wisdom Award. Political Science faculty are actively involved in scholarship, publication and grants, as well as in university governance as the current interim dean, a state-wide university senator, past dean of the graduate school and past president of the CSU, Chico California Faculty Association.

Psychology

Psychology is the third largest undergraduate program on campus with nearly 800 majors. We offer a BA degree, and two graduate degrees, an MA (Psychological Science, School Psychology) and an MS (Marriage and Family Therapy). As a Department, we are committed to a rigorous core curriculum inside and outside of the classroom. We also provide a range of pre-professional activities outside the classroom (speaking at conferences, writing peer reviewed articles, working on University-K-12 activities, and interning as teaching, research, and field assistants). Recently, we received the High Quality Learning Environment Award from the University for our undergraduate program. Our Honors Program is among the oldest and most well-established program on campus. All our School Psychology graduates find employment soon after graduation. In addition, graduates of the MFT program have over an 80% pass rate on the state licensing exam. Our students are successful because faculty are dedicated to their education. Nine of our faculty have received or have been nominated for university-wide awards on teaching and scholarship. Our faculty have published and presented at all levels—regionally to internationally. Currently, there are two externally-funded projects (National Institute on Aging, County Office of Education), as well as several internally funded projects (memory and emotion study, K-12 partnerships in science education). The Department is fully engaged at all levels of the University, and makes significant contributions to the region and beyond.

Social Science

The Social Science Program is an interdisciplinary program with a curriculum from the departments and programs of the College of BSS and the Department of History. The Social Science Program has no assigned faculty except a part-time coordinator and graduate advisor; the faculty of BSS and the Department of History work collectively to produce a strong liberal arts grounding in the social sciences. The Program has two options to best meet the needs of the students: breadth and depth. The breadth option is often selected by students planning to enter a credential program for teaching grades 6-12. It is also chosen by students desiring a general social science background with some students deciding to continue graduate work in one of the many disciplines in the social sciences. The depth pattern appeals to students who wish to concentrate in two disciplines or areas of focus offered by the social sciences. Many of these students plan to apply these concentrations in specialized fields like social and vocational services. Many students are working, or have worked, for various federal, state, local or non-profit agencies or organizations. The Social Science Program also has a vigorous online program meeting the needs of distance education students in the North State and beyond.

Sociology

The Sociology Department delivers a strong, comprehensive undergraduate program. We emphasize concrete applications of sociological theory and methods. We assume that most of our graduates will go directly into the workforce, where they will be asked to assess data about society. Thus, we offer an active internship program that emphasizes applied data analysis. We encourage service learning, and our honors program is robust. The many Sociology majors that receive college- and campus-wide recognition, reflects high quality majors. We encourage original scholarship and research opportunities for students who will continue their studies in graduate school. Directing our energies into undergraduate teaching means we can directly engage undergraduates in sociological research. Faculty publication and grant writing indicates vibrant research agendas. Faculty published four academic books since 2001; and two more are due in 2006. Recent external grants include money for K-12 outreach projects, Fulbright travel, juvenile justice research, and environmental studies. Three sociology professors are recent recipients of campus-wide professional achievement honors; and two were among the first three presenters at the BSS Faculty Colloquium Series. Sociology carries heavy commitments to GE, and the Multicultural and Gender Studies and Social Science Programs. The Sociology faculty is also active in university governance as Associate Dean and recent service as System-wide Faculty Trustee. The Sociology Department is a vibrant department in transition, with 50% of its tenured faculty receiving tenure in the past two years

School of Social Work

The School of Social Work is a diverse community of instructors and learners devoted to addressing the social needs of the times by preparing undergraduate and graduate professional practitioners through quality social work studies. The program is built on a liberal arts foundation, infused with professional values and ethics, emphasizing service to the most vulnerable citizens and the promotion of peace, social change, and social justice.

Since 1956, CSU, Chico has been training social workers throughout Northern California. Through Federal Title VI-E Child Welfare training grants, Hartford Geriatric Grants, Mental Health Training Stipends, and private scholarships, the School of Social Work provides a variety of learning events through practicum experiences and Professional Trainings that bring our faculty, students, and community agencies together to focus on specific regional concerns. It is that unique interaction that connects our School to the social service needs of our region. Both programs are fully accredited and each, the School places over 90 undergraduates and 75 graduate students in over 80 community agencies within the 12 Northern California counties. The high quality of both programs has provided valuable collaborative relationships with agencies graduates are hired by numerous agencies in the region, providing an infusion of trained social workers throughout the Northern California region.

[Application and nominations](#)
[BSS homepage](#)