Social Science Planning Final Report January 2018

Submitted to CAHSS Dean Scott Casper by Dr. Anne Brodsky, Interim Director of MIPAR; Professor of Psychology; Special Assistant to the Dean for Social Science Planning

Overview

In Spring 2017, Dean Scott Casper created a Social Science Planning initiative and invited me (Anne) to serve as the Special Assistant for Social Science Planning. In Summer 2017, Workgroup members, chosen for their diverse experience and multi-disciplinary connections to the Social Sciences, were asked to serve as a think tank and consultative body by Scott and me. My work as Special Assistant began in August 2017, and the Workgroup had its first meeting in September. The goal of the Social Science Planning initiative, as expressed in the invitation to the workgroup members, was to examine "how to elevate and illuminate the exciting and rich range of social science[*] scholarship, teaching, and service being done at UMBC."

The time frame for this project ran from late summer through the fall semester 2017, with a report due to the Dean at the beginning of 2018. While this document was written by me, its substance benefitted greatly from the input of the Workgroup, and I am indebted to them for their time and thoughtful contributions to this process. Workgroup members, however, should not be held accountable for the entirety of the analyses, views, and recommendations expressed herein.

The reader most interested in the Recommendations should feel free to skip to Section 5, starting on page 14. The rest of the report provides a fairly in-depth description of the context, background, methods, and data supporting these recommendations. The report is organized into the following sections:

1. **Background**
2. **Workgroup membership & activities**
3. **Data collection activities**
4. **Findings**
5. **Recommendations, organizational model, and next steps**
6. **Summary**
7. **Data appendix**

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[*] Unless otherwise in quoted text, Social Sciences is capitalized throughout this report for ease of recognition and emphasis.

1. Background

Discussion of the most appropriate ways to structure, support, and enhance the Social Sciences at UMBC has been ongoing since at least 2004 when the UMBC two-college system was expanded. Beginning in 2004, departments that had once been part of the combined College of Arts and Sciences were reorganized into a larger College of Engineering (then renamed the College of Engineering and Information Technology) and in 2005-2006 a new College of Natural and Mathematical Sciences[†].

In 2005, John Jeffries, Dean of the renamed College of Arts, Humanities, and Social Sciences, appointed a Reorganization Committee to study whether "there [was] a rationale for continuing to subdivide the remaining College (CAHSS) … in order to recognize and highlight further the diverse areas of Arts, Humanities, and Social Sciences" (Reorganizational Committee Final Report, April 28, 2006[‡]). In their Final Report, the committee concluded that "[CAHSS] should remain essentially as it is currently configured in order to preserve and foster current strengths and the multidisciplinary and interdisciplinary nature and collaborations among departments and programs" (p. 3).

The Committee suggested two structures within the new College that could aid in promoting the unique strengths of the disciplines. First, they suggested that three Academic Councils - made up of Arts, Humanities, and Social Sciences departments and programs - be convened and managed by those chairs and program directors. These would "promote cluster activities and priorities" and "create focus and synergy." Second, they recommended that the Office of the Dean retain responsibility for faculty, curriculum affairs, administration and finance, research support, and external relations, while Centers, Institutes, and Schools would provide additional support and thematic organization for focused activities. They noted that Centers, in particular, "… represent a focus of activities that can have a thematic or a very specific focus…[They] are intended to bring together faculty and staff from different departments and academic programs to focus on research, teaching, and/or service in areas of common interest that advance the mission of the university" (p. 9).

Over the past 12 plus years, the Academic Councils have played a variable role in CAHSS, with their voice and role arguably lessening over time. This was due in part to the retirement of Dean Jeffries, who had accepted the recommendations of the Reorganization Committee and had also been active in cluster conversations as a Chair prior to becoming Dean. His replacement, Scott Casper developed alternative, effective means of bringing departmental voices to the Dean's Office (e.g. CAHSS Planning Committee.) Additionally, because the Academic Councils were convened and comprised of departmental and program leadership, they were dependent on the interest and initiative of Chairs and Directors who usually serve limited time terms, and over time have had less connection to and investment in the roots of the Council structure. These Councils also represent an additional burden on departmental leaders whose responsibilities and demands have increased over time with the consistent growth of institutional and system demands (e.g. assessment, accountability, increased record keeping, budget cuts, etc.).

[†] The Erikson school was also created at this time with a new Dean as head.

[‡] Carlo DiClemente (Chair), Jo Ann Crandall, Linda Dusman, Christoph Irmscher, Patrice McDermott, Marvin Mandell, Sandy Parker, Wendy Salkind, Dean John Jeffries (Ex Officio)

Simultaneously, over the past 12 years there has been an increase in the number of Centers in CAHSS, notably the Dresher Center for the Humanities and CIRCA, which joined and strengthened connections with the CADVC, IRC, and MIPAR. Although MIPAR's activities and mission were rooted in the Social Sciences, the inclusion of "Maryland" and "Policy" in its name was seen by many to give it too specific a focus on local and state policy work that left a number of Social Science disciplines and researchers feeling that it did not include them. Although some efforts have been made for MIPAR to be more inclusive of all UMBC Social Science activities, the success of many CAHSS Centers (particularly the Dresher Center), was seen by many to highlight the lack of a comparable Center or other entity focused specifically on the Social Sciences.

The excitement, resources, and publicity inherent in the two-phased opening of the new Performing Arts and Humanities building (PAHB), while appreciated by all for the bright light and needed spatial resources it brought to many CAHSS Arts and Humanities departments, was seen by some in the Social Sciences as a further sign of a lack of interest, support, and respect for the Social Sciences at UMBC. Finally, I would argue that the refurbishment of the Fine Arts building was a lost opportunity to spotlight the Social Sciences. The rehabilitation brought together many CAHSS Social Science and cross-disciplinary departments and programs, several Arts and Humanities departments, and the CAHSS Dean's Office under one roof for the first time. However, by: a) diluting the building's purpose and cohesion through the allocation of space to non-CAHSS/non-Social Science aligned units; b) completing the renovations with lesser architectural details and finishes than those in the PAHB and little if any promotional marketing committed to its opening; and c) failing to rename the reopened space to match its new role as an important Social Science hub, the university and College arguably missed a chance to invest in, celebrate, and promote a sense of community, commitment, and recognition that the Social Sciences at UMBC crave.

It is important to point out that, against this backdrop of concern for the *place* and *recognition* of the Social Sciences at UMBC, the programs, departments, and individual researchers who engage in Social Sciences scholarship - teaching, research, campus and community engagement, intervention, and service - are among the most productive and successful at UMBC. These strengths in publishing, grants attainment, innovative research, community engagement, teaching and mentoring of undergraduate and graduate students, and production and placement of successful alumni are not only a cornerstone of the Social Sciences at UMBC, but are also crucial to the overall success of UMBC as a top research and teaching university. It is these strengths that this Social Science Planning process was designed to illuminate, elevate, support, and expand.

2. Workgroup membership & activities

2.1 Workgroup membership

Pamela R. Bennett – Associate Professor, School of Public Policy (PUBL)

Bambi Chapin, Associate Professor, Sociology, Anthropology, Health Administration & Policy (SAHAP)

Christine Mallinson – Professor, Language, Literacy, and Culture (LLC)

George Derek Musgrove – Associate Professor, History (HIST)

Susan M. Sterett – Professor and Director, School of Public Policy (PUBL)

2.2 Workgroup activities

The Social Science Workgroup met four times, biweekly, between mid-September and mid-November. In December, a subgroup traveled to Penn State for a site visit to the Social Science Research Institute. During our regular meetings, the group discussed definitions of and vision for the Social Sciences at UMBC; shared and discussed best practices at other institutions; designed and began analysis of the Qualtrics Survey that was sent to all faculty and staff in Social Sciences related units in October; and responded to the draft organizational map of Social Science and other CAHSS centers. Workgroup members also offered edits and comments to this document. The ideas of the Workgroup are woven into the rest of the report and particularly the recommendations that follow.

3. Data collection activities and findings[§]

3.1 Individual discussions with Social Science-related UMBC Chairs, Program and Center Directors, and Administrators

Twenty-five individual interviews were held with faculty and staff, including UMBC President Freeman Hrabowski, Provost Philip Rous, former CAHSS Dean John Jeffries, Dean Scott Casper, Associate Dean for Research Tyson King-Meadows, all interested current Chairs and Directors of Social Science identified Departments & Programs (one Chair declined), several CAHSS Center and non-academic Program Directors, and several other administrators from units with direct interest in or knowledge of the Social Sciences at UMBC. These conversations focused on: goals for the Social Sciences at UMBC over the next 5-10 years; what is needed to reach those goals; and current, revised, or new organizational structures that might be useful in supporting those goals. I also asked for names of other people I should speak with on these topics, and received many suggestions, many of which I was able to follow up on, as well as many more than could be conducted. Responses from these interviews are included in the summary of UMBC findings, below.[**]

[§] Unless otherwise indicated, all data collection was done by Anne.
[**] Responses from all UMBC interviews and discussions are presented in aggregate to deidentify individual opinions and views. Views that were given by the representative of an office or role (e.g. Provost, President, former Dean) are discussed as such when pertinent.

3.2 Individual discussions with Social Science research involved UMBC faculty

Five individual interviews were held with faculty who are Social Science researchers, ranging from early-mid to late career, and who do not hold leadership positions. The discussions focused on much the same topics as those outlined above and aimed to gain their view of the strengths, needs, and next steps for the Social Sciences at UMBC. Responses from these interviews are included in the summary of UMBC findings, below.

3.3 Small group discussions

As part of MIPAR and larger UMBC events and activities held throughout the semester, information on the Social Sciences was collected from small group discussions held with Assistant Professors, Research Faculty, mixed informal discussion groups at the monthly MIPAR Social Science Water Cooler events, Social Science Forums, and the Engaged Scholarship Luncheon with guest speakers Tim Eatman and KerryAnn O'Meara. Ideas garnered from these gatherings are included in the summary of UMBC findings, below.

3.4 Qualtrics survey

In early-October a short Qualtrics survey was sent to approximately[††] 230 Social Science faculty and administrators with ties to the Social Sciences. The four-item survey asked: 1) Do you conduct Social Science research/scholarship/teaching at UMBC and if not, what type of work do you do? 2) What strengths or themes do you see cutting across the Social Sciences at UMBC (List up to three)? 3) As you think about the Social Sciences as a whole at UMBC, what do you see as the greatest needs, if any, on campus in the following areas: In support of teaching; In support of research; To further spotlight the Social Sciences both within and beyond UMBC; Other areas of need? and 4) Are there any other thoughts or ideas about the Social Sciences that you'd like to share. Ninety-three people began the survey and reported the work they conduct; 67 answered at least 1 theme or strength; 65 provided at least one need; 37 gave other ideas. Results from the survey are reported below.

3.5 Web-based Social Science Center exemplar search

A google search was conducted using various terminology related to the search terms "social science research center." In addition, the webpages of UMBC's Institutional and Aspirational Peers were closely queried for the existence of anything resembling such a center or other ways in which the Social Sciences were supported or promoted. All websites were analyzed for their *history*, *mission*, *programming*, *foci*, *resources*, and *other notable aspects*. In the general search, 12 Social Science Centers or Institutes were identified along with two Social Science professional associations and one NIH Office focused specifically on Social Science research. Of UMBC's ten Institutional Peers, two (UMass Amherst and George Mason) had Social Science centers identified in the general search, and of the other eight, five had focused content area centers that included the Social Sciences, including community engagement, but no larger coordinating structure. One was noteworthy for having a separate Social

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[††] The Social Science email address list has since been refined; at the time of this survey the list was still under construction so there were various duplications, missing, and erroneously included recipients resulting in the approximate count.

Sciences division (UC Santa Cruz). The other two did not have any related structures. Among UMBC's four Aspirational Peers, University of Connecticut had no related units; Georgia Institute of Technology had a core research area in a related area; University of Pittsburgh had an interdisciplinary Center for Social and Urban Research; and Stony Brook University had 7 different Social and Behavioral Sciences Centers - notably this was 15 less than the number of Arts and Humanities Centers at Stony Brook. Other noteworthy information from this examination is incorporated into the recommendations that follow and the complete spreadsheet of findings is included in Section 7, page 19, below.

3.6 Interviews with non-UMBC Social Sciences experts

Four in-person or telephone interviews were held with Social Science experts outside of UMBC to gain their perspectives. These included two public university-based Directors of Social Science Institutes; a Research Director at a large, D.C.-based, Social Science research corporation; and a Program Director at a National Institute of Health research institute. These discussions occurred towards the latter half of the semester, and as with all qualitative processes, the information and ideas already gleaned, discussed, and analyzed by then helped to further shape and inform later interviews. Thus, I framed my conversation with the non-UMBC experts by asking them for their ideas on a slightly tighter conceptualization of our Social Science Planning goal: "to produce actionable recommendations for the Dean, which will help us to 1) increase the spotlight currently directed at our social science scholarship, teaching, and community engagement; 2) increase support, strengthen, and grow the work we are currently doing in the social sciences; and 3) recommend innovative opportunities and models to promote new and expanded areas, partnerships, and approaches in the social sciences for the next 5-10 years." As appropriate, I also asked them: "the challenges and successes of your organizational structure; how do you set your foci; your thoughts on the future of the Social Sciences in higher education; what you'd do differently if you were starting the center from scratch; and any other innovative best practice models for Social Science centers/institutes that you have on your radar?" Ideas from these interviews are included in External expert findings (Section 4.3), below.

3.7 UMass Amherst Institute for Social Science Research (ISSR) site visit

During a previously planned visit to UMass Amherst, Susan Sterett met with Dr. Laurel Smith-Doerr, Director of the ISSR, UMass's 5-year-old center whose mission is to promote social science research excellence through methods and software training and consulting, supporting grant procurement, creating interdisciplinary collaborations, and promoting visibility of social science research. The ISSR at UMass is supported by the College of Social and Behavioral Sciences, Provost's Office, Vice Chancellor for Research and Engagements, the Graduate School, College of Educations, and Schools of Management and of Earth and Sustainability. The ISSR has a staff of nine, plus six grad consultants, and offers a wide variety of summer and academic year trainings, scholars' programs, data storage and management, seminars and events. UMBC could aspire to such operation.

3.8 Penn State Social Science Research Institute (SSRI) site visit

On December 15th, Bambi Chapin, Susan Sterett, Marie Lilly (Associate Director, Foundation Relations & Community Partnerships), and I spent a little over half a day visiting with seven Penn State researchers and administrators representing six Units (Centers, Institutes or Networks) associated with the Penn

State Social Science Research Institute. In addition, Marie had the opportunity to meet with one of her counterparts in Foundation Relations. During the visit, we not only toured facilities but also gained a more nuanced understanding of organization, operation, resources, and foci of the SSRI as a whole. Our visit was framed, in part, by the same questions posed to other experts external to UMBC: the challenges and successes of the organizational structure; how foci are set; thoughts on the future of the social sciences in higher education; what they'd do differently if starting the institute/center from scratch; and any other innovative or best practice models for social science centers/institutes on their radar. Observations and comments from this visit are reported in the Penn State visit section, below.

4. Findings
4.1 UMBC on-campus interview, discussion, and activity findings

Eleven themes emerged from the on-campus discussion of the Social Sciences past, current, and future. These were: 1) Strategic Planning connections; 2) Dresher as a model; 3) MIPAR; 4) Scholars Programs; 5) General student focus; 6) Social Science narrative; 7) Shared vocabulary; 8) Building connections; 9) Foci; 10) Community engagement; 11) Resources.

1) *Strategic Planning.* Respondents with the most administrative and systems experience were quick to point out that any Social Science planning needed to align with the current Strategic Plan, and that this was actually a natural fit with the focus, strengths, and future directions of many UMBC Social Science activities already in place. In particular, engaged scholarship; strengthening UMBC's role as a Baltimore 'Anchor Institution'; a social justice focus; and the potential to grow UMBC's undergraduate FTEs through capacity in the Social Sciences were all mentioned as important synergies.

2) *Dresher as a model.* The Dresher Center for the Humanities was mentioned often as a strong and viable model and aspirational goal for many people, as they thought about the needs of the Social Sciences. Many of Dresher's programs were praised for their contribution to scholarly activities. These included its brown bag lunches, proactive provision of grants information and support, working groups, support for scholarly work development (e.g. residency grants, seminars) and the organization and content of the Humanities Forum Series. The comparison of the centrally and thematically-organized Humanities Forum with a more "piece-meal" Social Science Forum was noted by quite a few (a notable number of people seemed to feel, in fact, that the only collective representation of the Social Sciences at UMBC was the Social Science Forum, which was criticized for a number of insufficiencies.) The most common overarching benefit of the Dresher Center was its stable, dependable leadership in creating a sense of home, shared intellectual space, and open, cross-disciplinary community for the Humanities.

3) *MIPAR.* MIPAR was recognized for its successes in grant administration support. However, for many outside of the departments and individuals who had made use of its services, and even for some individuals who had, it was seen as needing expansion in terms of perceived scope. The terms "Maryland" and "Policy" in its title, as well as its historic mission to focus on local and state policy analysis were seen as inconsistent with the foci of many Social Science

scholars on campus today. Suggestions were to protect what MIPAR did best while increasing a sense of inclusion beyond Maryland and policy; making clear its connection to other departments and foci; expanding its public footprint to the intersection of policy, scholarship, and engagement; better reporting out the results of the research it supported; and providing more services beyond grant support such as those prized in the Dresher model.

4) *Scholars Programs.* Those involved in the beginnings of the Dresher Center noted that the prior existence of a Humanities Scholars Program when the Dresher Center began was an advantage as it served as a base for the Center and provided important synergy and energy. Relatedly, a number of people noted that while the Humanities and Arts had broad Scholars Programs, the Social Sciences only had the more narrowly defined Sondheim Scholars Program, which was not seen to include all departments or interests. Many suggested that a broad Social Science Scholar's Program might be a good addition to the Social Sciences portfolio at UMBC and could serve to shine a spotlight on the talented undergrads already in the Social Sciences as well as on the many pathways to success that existed to, through, and after a degree in the Social Sciences.

5) *General student focus.* Many respondents discussed the importance of Social Sciences work that extend beyond research to impact of Social Science content, pedagogy, and scholarship on the student experience. It was noted that many current and future students express an interest in social justice, diversity, and community engagement, three areas at which the Social Sciences excel and that could be further spotlighted. At both the graduate and undergraduate level there was a desire for more research training opportunities (this is also reflected in the resource findings, below). Other shared educational opportunities were also desired, such as increased mechanisms and coordination for multi-course, multi-department, and cross-disciplinary themed course sequences. There was a desire for increased efforts to help students and parents appreciate the importance of, productive skills gained from, and career pathways inherent in the Social Sciences. For departments without graduate students, respondents reported a need to support more research opportunities for undergraduates and more advanced research offerings that could be possible through cross-department, coordinated course offerings. At the graduate level, there was a concern that the Graduate Research Day on campus felt too STEM heavy and some felts a need for increased support for graduate student education in the Social Sciences. Finally, as alums are a crucial marker of educational ROI (return on investment), the Social Sciences were seen to need to better spotlight their most successful undergraduate and graduate alums as a way to increase recognition and respect for the Social Sciences at UMBC.

6) *Social Science narrative.* There is no doubt of the strength of the Social Sciences at UMBC in terms of scholarly and research accomplishments, contributions to the academic mission of UMBC – whether in FTEs, training of researchers, production of graduates, or provision of the liberal arts core that nearly all students experience - as well as in service to the campus, professions, and surrounding communities. What was missing for almost all respondents was the visibility and public narrative to match this reality. Respondents provided several elements of this potential new narrative. First, the Social Sciences are CRUCIAL to seeking solutions to any problems of the modern world and have immediate, demonstrated, and crucial real world relevance and impact. The UMBC Social Sciences are passionate about making a difference and share a concern with equity, community engagement, imagination and knowledge, and

the generation of real world knowledge with cross-disciplinary linkages. The narrative should expand beyond the "usual suspects" - those individuals often in the spotlight; the strength of the Social Sciences is reality, not just about PR; and we should not chase reputation alone. The Social Sciences have strengths in diversity and inclusion, teaching, and research excellence, as well as in new Social Science frontiers currently being explored and discovered at UMBC. Finally, UMBC should become known as the cutting edge place to go for *X* in the Social Sciences (and we need to decide what that *X* is and will be). It is important to note that respondents were very clear that Social Science Scholarship included much more than research alone.

Communications expertise and platforms were seen as key to spreading the Social Science narrative to the VPR's office, the UMBC campus outside of CAHSS, and the general public. Among the needs in this area were more dedicated communications resources in the Social Sciences, forums to showcase our internal expertise, marketing to the broader community, and other efforts to show impact and value. Without a shared Social Science vision and voice, respondents noted that the spotlights on the Social Sciences often feature a limited range of repeating areas, individual departments or scholars at the potential expense of others. How we measure our successes and the role this plays in the narratives we can tell was also mentioned. For example, having great scholars and strong programs is not enough to raise the national reputation of a department without a graduate program. Thus, as state politics and policies, as well as financial constraints, will likely always limit some departments in this way, we need to find additional rubrics by which to measure and celebrate our successes.

Respondents also cited limitations to producing a shared narrative, including the sense that the Humanities had forged a shared identity due to a recent history of being even more under siege and thus benefiting from "defensive clustering." It was also suggested that the humanities had more connected methodologies and a longer history of some cross-disciplinary training in graduate school. In an important piece of context and balance, an administrator outside of the Social Sciences made the point that it is not just the Social Sciences, but higher education in general that face branding and marketing issues these days.

Given his position and experience, it was also quite striking that President Hrabowski spoke spontaneously to this need for a sharper Social Science narrative. He recommended making it clear who speaks for the Social Sciences; focusing their message on substance, brand, and key indicators including both research strength and service; appreciating all, while celebrating superstars; and overall providing consistent, high quality news of the strengths and accomplishments of the Social Sciences.

7) *Shared Vocabulary.* Shared vocabulary was expressed as one of the greatest needs and greatest challenges of the Social Sciences. On a STEM heavy campus like UMBC, where science has a particularly meaning, even the term "Science" in Social Science was seen as potentially limiting membership for someone who did not consider themselves THAT kind of scientist. For some, having an understanding of what is and isn't part of the Social Science umbrella is central to creating an explicit and shared identity. For others, creating a comfortable and inclusive identity was a first step to collaboration and community. The relatively small number of Social Science Center models, compared with the number of

Humanities Centers around the country, seems to suggest that this is not a dilemma unique to UMBC, and presents an opportunity for UMBC to take a unique and innovative position in this area. Despite concerns about shared vocabulary, there was great similarity across the struggles, desires, and needs voiced by so many respondents across the Social Sciences, suggesting that similarities in vision likely outweigh differences in expression in the end.

8) *Foci.* Despite some concerns about shared language, there was also remarkable commonality in terms of the foci that were seen as connected to the Social Science currently, and new foci that respondents hoped would be developed. (Many of these foci are also mirrored in the Qualtrics Survey data, below.) The foci (both current and future) were: research; diversity & inclusion; intersectionality; immigration; global research; social justice; health, health policy, & health equity; educational policy; behavioral aspects of climate change & the environment; human and natural geography; behavioral aspects of cyber-security; interdisciplinarity; qualitative methods; and community engagement. It will be apparent that these foci (as with those reported below) tend to mirror what is said publicly about the Social Sciences by the Dean and other administrators. Again, it is important to stress that no one argued that the Social Sciences are never described or included, but the prevailing sense was that it did not happen often or accurately enough to reflect the strength, breadth, and depth of the Social Sciences at UMBC. It is also important to note, as it speaks to the issue of shared vocabulary, departmental silos, and narrative, that in most cases, an educated member of the UMBC academic community could easily guess, if not the name, then at least the department/ discipline of respondents reporting the foci listed above. The length of this list also makes it clear that there is currently not a singular through-line, brand, or narrative for the Social Sciences.

9) *Building Connections.* A strong desire in the Social Sciences was for an entity or organizing structure to forge connections among scholars (including between research, clinical, lecturers, adjunct, and tenure track faculty), programs and departments, and foci both within the Social Sciences, and across CAHSS and UMBC as a whole. Although other entities such as OSP and the VPR were seen as potential nodes of connection for researchers, there were gaps currently experienced that respondents believed could be better filled. In addition, while some knew that shared work and interests existed, they felt they didn't have the time to make those connections themselves. At informal gatherings designed to bring people together across program/department (e.g. the Dean's Socials) lack of structure and the desire/need to catch up with known colleagues meant informal mingling and discovery of shared interests rarely occurs. Respondents noted that there is more support for collaborative, cross -disciplinary projects that span campuses (e.g. UMBC-UMB) than those that span Colleges at UMBC. Suggestions for resources to make connections across interest areas included matchmaking and network creation through data bases of interests and abilities (e.g. languages, statistical, software); preparation to respond proactively to RFPs, which increasingly require interdisciplinary collaboration; small project collaboration support that could lead to larger joint proposals and projects; and other venues for discovering and creating connections.

10) *Community engagement.* Respondents gave many examples of how the Social Sciences are currently, and could be further, active in the community engagement work that is now central to UMBC's Strategic Mission and campus narrative. Civic engagement was described as

important for the student experience; for contributing to the civic life of the surrounding communities; for making our scholarship more relevant; and for the robust engagement that is often a prerequisite to translating research into relevant policy and intervention. Numerous examples of current work were given, such as the new Sherman Center for Early Childhood Education, as well as future directions, such as more outreach to Arbutus; increased use of the Discovery Baltimore classroom; and increased attention to key topics of local community concern such as violence, opioid abuse, food insecurity, and the environment.

11) *Resources.* It will come as no surprise that the single most discussed theme among the 40-plus UMBC faculty, staff, and administrators who participated in individual interviews, small group discussion, or other campus events was the need for more resources. While there was a large range in terms of how widely other themes were mentioned, resources were discussed by nearly everyone. The desired resources fell into the following categories arranged in order of mention: a) money – for research, international travel, pilot projects, student support, marquee speakers and events; b) computers, software, and site licenses; c) shared research facilities –transcription, research venues/labs, data collection infrastructure, workshops and trainings (methods, grants craft, statistics), substantive grant review prior to routing, publication placement coaching, lists of on campus skills and abilities; d) space – lab (computer, research, student) and teaching; e) shared departmental resources - common sabbatical replacement plans and visiting professor network model, support for departmental mentors of cross-disciplinary faculty outside of their expertise, combined courses, bridges for service learning; f) time – fewer events for the sake of events, more foci- and utility-driven events, buyouts for grantseeking time; g) an intellectual home; h) marketing - more photographers for events, publicity.

4.2 Qualtrics survey findings

As noted above, the Qualtrics survey asked four questions (one demographic) about the Social Sciences at UMBC. These yielded findings concerning: a) the cross-cutting strengths or themes; b) the greatest needs to support teaching, research, spotlights within and beyond UMBC, other areas; and c) other thoughts and ideas about the Social Sciences. One interesting issue that arose quite often in the survey results was praise of our faculty's strengths and skills, greater need for support of current faculty scholarship/teaching, as well as the need to hire and support more faculty.

a) The most frequently cited cross-cutting strengths/themes were similar to those discussed in interviews and included, in order of mention: Equality (32)[#]; Health (23); Research (22); Inequality (21); Community (18); Diversity (15); Interdisciplinarity (12); Policy (10); Qualitative (8); Faculty (8); Environment (7); Collaborative (7); Applied (7); Development (6); Global (5).

b) There was quite a bit of overlap across teaching, research, spotlighting, and other areas in terms of the types of resources needed. The greatest needs listed were: Funding (32- nearly 1/2 focused on Research Funding); Collaboration and Coordination (29 – 1/3 Spotlight, 1/3 Research, 1/3 teaching and other); Interdisciplinarity (19; particularly

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[#] Numbers in parentheses represent the total times the theme or strength was noted. Each survey respondent could list up to three themes, hence the number of mentions is greater than the number of individuals who responded.

encouragement, support, and opportunity); Facilities (17 – 2/3 teaching, 1/3 lab); PR; Recognition & Relevance (11); Less Teaching/Parity/More faculty (15); Methods support including software (15); a Social Science Center (4); Publication Help (4).

c) Finally, other ideas usually related back to the previous questions and reiterated the need for: Increased opportunities and support for integration/cross-silo collaboration; More attention to the Social Sciences; Facilities; and Funding.

4.3 External expert interview findings

The four external experts provided useful insights based on their experience either running a Social Science-related center or working in Social Science endeavors outside of academia. Many of their contributions are represented in the recommendations below, but a summary of the most striking suggestions are presented here for broader context. Like UMBC, three of the four experts are in settings where they felt it crucial to present a clear message promoting the mission, strengths, and contributions of the Social Sciences. They did so through two main approaches, one aimed at presenting the types of data about their Centers/units that matched the quantitatively based metrics of corporate and STEM focused fields; and the other aimed at educating their institutions regarding the demand for the Social Sciences in the grant and larger world. In the first approach, they stressed hard numbers, ROIs (return on investment), pointed out that Social Science research F&A and FTEs often subsidized other "hard" sciences (and making the point that if STEM is a hard science, the Social Sciences are "difficult" sciences), and highlighted the complex quantitative and analytic Social Science endeavors that make the Social Sciences "difficult" and worthy of respect. In the other approach, they continually pointed out how ALL fields that address human problems have a behavioral component and thus a demand for Social Science expertise, and that Federal agencies all want interdisciplinary grants and impact evaluations, for which the Social Sciences are crucial.

The two Center Directors expressed similar needs to those at UMBC for the creation of shared vocabulary and connections across the Social Sciences. Both Centers were developed to serve as synergistic settings to help locate, create, and nurture connections both within and beyond the Social Sciences. The Directors talked about their work as creating a "hub for thinking" and a setting for "convening." While one had been successful trading resources for required interdisciplinary collaboration that might not have happened naturally, the other stressed the importance of starting with the willing and creating "opportunity" rather than "enticements" that result in externally motivated buy-in. Each had created a shared and recognized language that branded their initiatives and provided identity to those who worked under their auspices. Of particular interest was the strong admonition by one Director to avoid naming a center a convoluted or even "cute" name or acronym that does not, on its face, describe what it is and does.

Both University Centers were centrally funded, aligned their mission with that of the larger institution and enjoyed the support of their Provost and other Vice Presidential-level entities, as well as associated college, schools, and departments. They both supplemented this funding with grants and contracts. Both also provided a rich set of resources to the community, through a range of innovative

grant opportunities, co-funded faculty positions (shared with departments across targeted foci areas), trainings, and various other supports.

Both of these experienced Center administrators offered useful additional advice that has been kept in mind in the drafting of the recommendations below. Among these: in building something new, aim for the low hanging fruit first; focus on the people and areas with the most traction; hire good people; communicate clearly; create a climate where faculty want what is offered and are willing to compete, but don't overdo the external motivation.

4.4 Penn State SSRI site visit

The Penn State SSRI visit provided a rich opportunity to see a very large and successful Social Science Research Center. It is important to note that the SSRI is only focused on research and nearly exclusively, from what we could tell on the promotion of grant funded endeavors. The five Units we visited represented about 1/3 of the total Center, and ranged in age, size, focus, and funding. All, even those that had been originally free standing, seemed to see benefit in being nested under the larger SSRI umbrella. This extra-departmental arrangement worked to break down traditional silos, according to a number of Unit Directors. They noted that while departments and the larger SSRI had to coalesce across broad ranges of interests and needs, the individual Units served as a focal-area gateway that drew faculty and staff with shared interests across the disciplines to both the Unit and to the larger SSRI.

The SSRI has a very centralized but flexible model, with a sharp eye on ROIs, tracking of every input and output, and clear reporting and marketing. One Unit Director described the SSRI as a venture capitalist breaking down silos to create ROIs. Administrative support is provided through an Administrative Core model, which operates as a sort of distributed Shared Service Center. Personnel and resources are allocated to units, with central support and oversight, and can be redistributed to others as needed, allowing for both massive growth and the sunsetting of programs/units as appropriate, while protecting staff positions.

The resources provided through the SSRI and various Units included seed grants, pre and post award support, grant consulting and grant review teams, a computing core for analysis, storage, and consultation, Op Ed writing training, work groups, buyouts for grant writing, student support, and more.

There were several pieces of advice from the visit that seem particularly relevant to the needs of UMBC: a) collaborations are best approached with the aim to "find the sweet spot that advances my science AND yours;" b) track everything; c) create a culture where people learn to "pay it forward," and; d) aim to provide scalable, nimble resources.

5. Recommendations

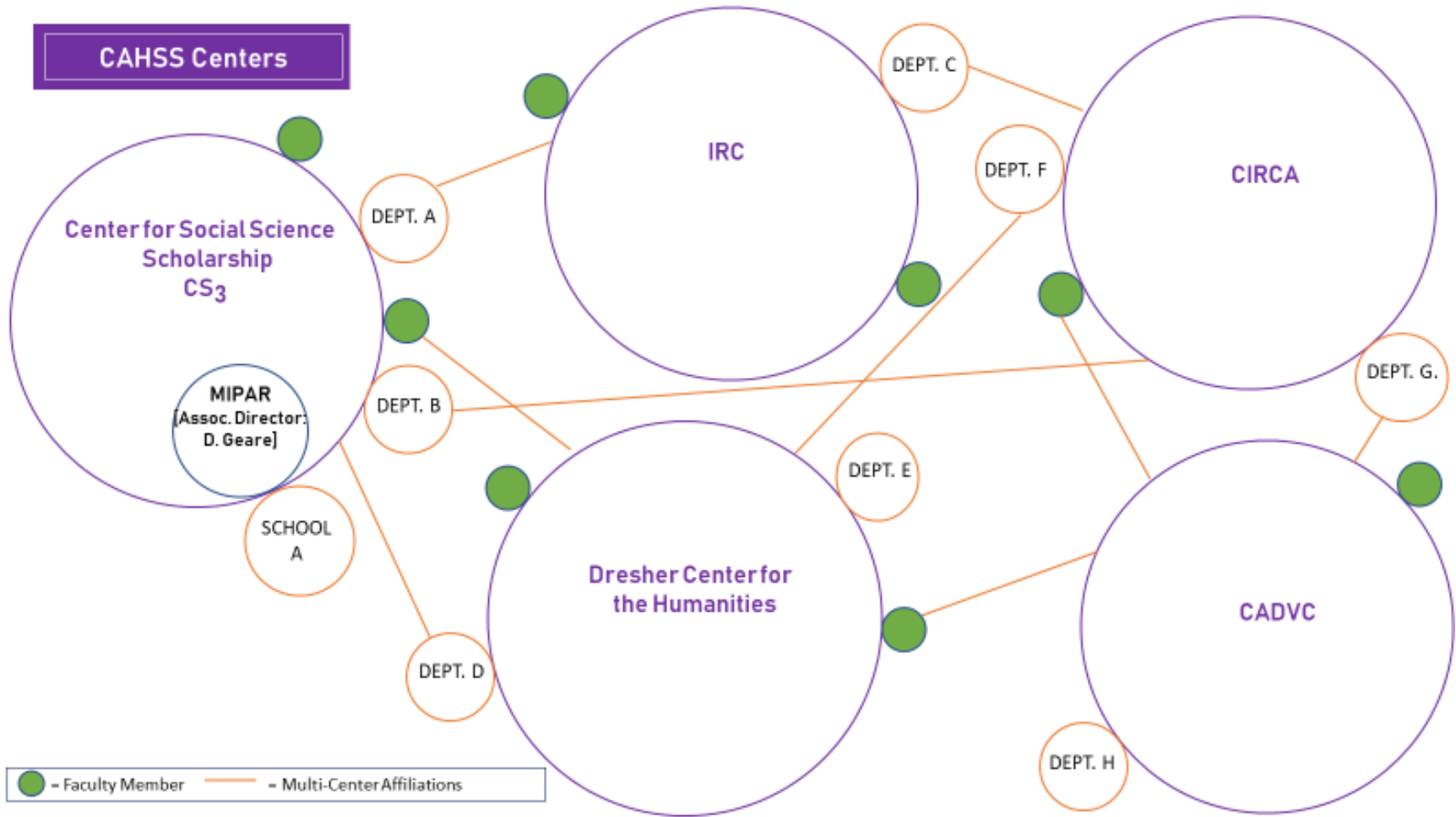## 5.1 Create a Center for Social Science Scholarship [CS3]

- The first recommendation is to create a Center for Social Science Scholarship
- Mission – a) to increase the spotlight on Social Science scholarship (research, teaching, community engagement, and service) at UMBC; b) to find, create, and promote excellence in the Social Sciences; c) to support, strengthen, focus, and grow Social Science scholarship at UMBC; d) to enhance the future of innovative, collaborative, cross- and inter-disciplinary, and cutting edge Social Science scholarship at UMBC.
- Specifications
  - Name - the use of "Scholarship" rather than "Research" in the Center's name is designed to highlight the range of Social Science work done at UMBC and the importance of all Social Science endeavors (research, teaching, community engagement, and service) to the goals of UMBC and the contributions of the Social Sciences to the community and society.
  - Elements of Mission –
    - While Departments and Programs need to cover multiple, wide-ranging foci within specific disciplinary specializations, the **CS3** can identify, support, and promote foci-specific collaborations across disciplines.
      - The **CS3** would fill a voiced need for an intellectual home for Social Science scholarship, and an alternative community and mentoring for faculty and students who may find that their wide-ranging and/or interdisciplinary departments do not directly incorporate their specific foci and methods.
    - The **CS3** would be aimed at and available to all who consider themselves to do Social Science work (within the shared understanding of that term; see next steps, below); it would not be limited to particular departments, programs, or disciplines, although it is assumed that it would be most pertinent to CAHSS units and personnel.
    - The goal of the **CS3** will be to provide training, grant, event, visibility, and other types of support to all Social Science endeavors, but to be strategic about the content foci of its constituent Units (see Units, below).
      - The general programming would be aimed at all Social Sciences-related work important to and represented at UMBC.
      - More specific content and Unit programs would focus on topics that have cross-disciplinary congruence, potential for positive outcomes, and innovative spark that is crucial to balancing the past, present, and future of the Social Sciences.
      - The **CS3** would provide the stable platform from which synergistic, nimble responses to relevant topics could be identified, planned, and launched.
    - The **CS3** could work with Departments and Programs to create and coordinate mechanisms for cross disciplinary cluster teaching, co-teaching, and also identify, create, and advertise marque courses in the Social Science.
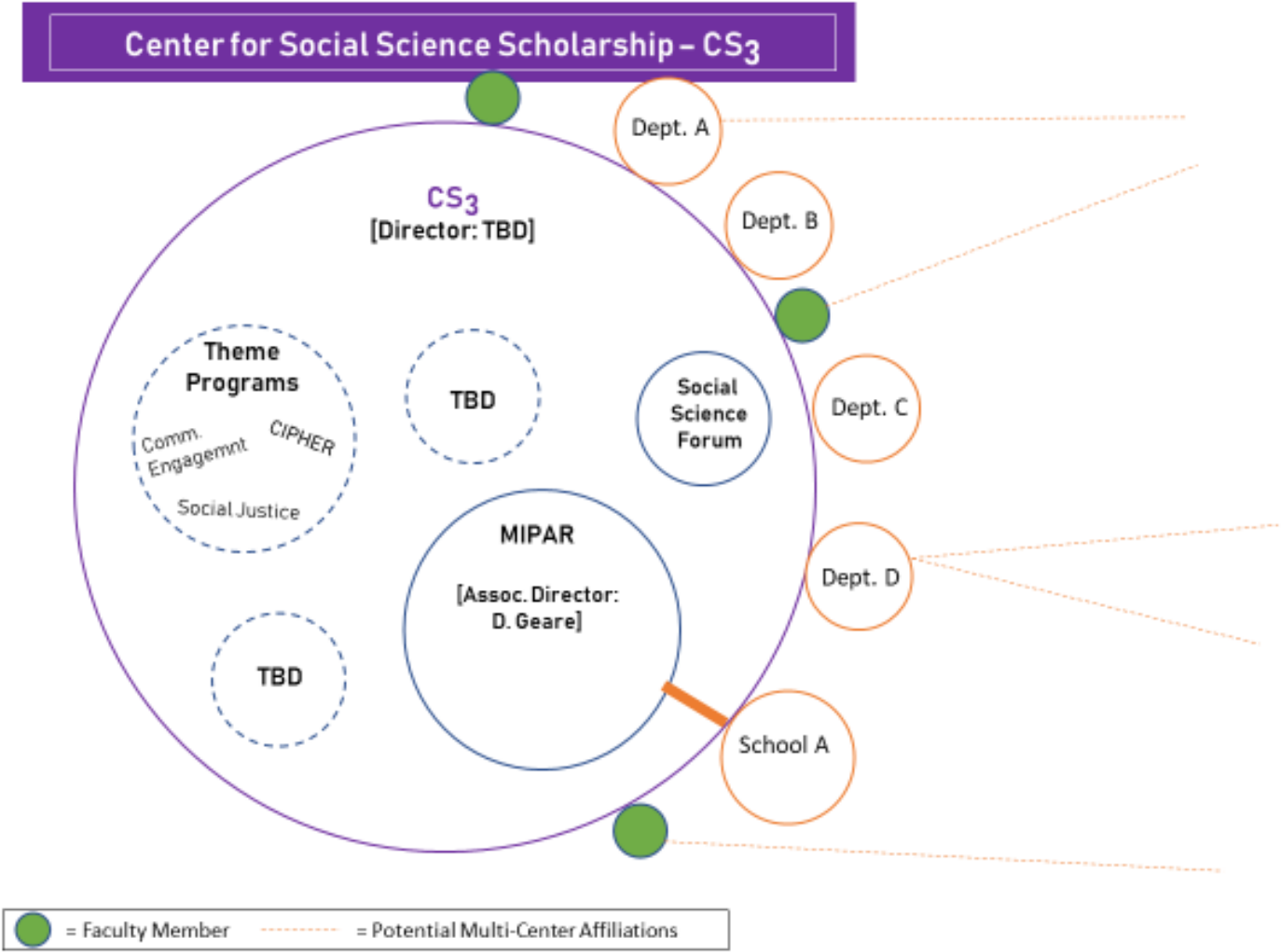
- o Funding Sources– could include (relative contribution TBD):
  - ▪ MIPAR DRIF funds
  - ▪ CAHSS Office of the Dean
  - ▪ Office of the Vice President for Research
  - ▪ Office of the Provost
  - ▪ Corporate/Foundation support
  - ▪ Other grants
- o Organizational Structure –
  - ▪ **CS3** Director – faculty responsible for the oversight of all **CS3** activities; works with Center Units and staff, Dean, CAHSS Social Science Department/Program Chairs and Directors, VPR, UMBC Advancement, etc. to create, hone, and maintain innovative Social Science foci, activities, and support; ensures alignment of **CS3** mission with UMBC Strategic Plan; event planning and execution; works with Communications on publicity; grant writing to support and expand **CS3** activities; budget oversight; FTE staffing allocations within the Center and Units.
  - ▪ **CS3** Coordinator – staff responsible for aiding Center Director in carrying out activities of **CS3**, including advertising and publicity, social media presence, event planning, coordination among Center units, general office administration, etc.
  - ▪ **CS3** Administrative Core – given the needs expressed by many, a Science and Training Coordinator could be the ideal first hire in this core. As the **CS3** grows, additional core support staffing could provide: coordination of budgeting and finance; additional research, methods, analysis, and pedagogical training and support; event planning; publicity and marketing; data collection, mining, analysis, and storage consultation; etc.
  - ▪ **CS3** Units - programs, sub-centers, and activity clusters that support and convene participants within specific content foci.
    - • MIPAR
      - o First funded by Allan Rosenbloom in 1982, MIPAR is among the oldest Research Centers at UMBC and has a long and important record of contribution to UMBC, the state of Maryland, and beyond. To this day, it provides crucial, high quality research support to scholars in the Social Sciences, and should continue to play a critical and central role in the new **CS3.**
        - ▪ Rename to increase inclusion, while keeping history and name recognition – Maryland Institute for Policy, Analysis, and Research (commas make clear Policy is not the definitive modifier of all other activities; Maryland represents the location of the Institute, rather than the necessary location of research)
      - o MIPAR Mission – to support and enhance research in the Social Sciences through grant identification assistance; trainings in grant seeking and writing; pre- and post-grant award support; etc.
        - ▪ Maintain MIPAR's expertise in Policy work and special relationship with the School of Public Policy, while expanding beyond a singular policy focus.

- o MIPAR Organizational Structure –
  - Associate Director – Deb Geare
  - Business Manager – Lindita Dietzen
  - Business Specialist – Elle Trusz
  - Business Manager (PT) – Jesse Mashbaum
  - Administrative Assistant (PT) – Kayla Szymanik
- CIPHER - Collaborative for the Interdisciplinary Promotion of Health (2017)
  - o Goal – to encourage new collaborations and support the development of innovative, high-impact projects that can garner external funding.
  - o The **CS3** would be a logical home for this newly launched initiative.
- Social Science Forum **–**
  - o In keeping with the comments of many respondents, the **CS3** would provide the central leadership and organizational structure to reenergizing and run the SSF.
- Social Justice – As a shared interest in CAHSS and the Social Sciences, the **CS3** would be a likely home of a Unit focused on Social Justice.
- Etc. – as interests, innovative directions, funding opportunities arise, there is room for additions (and when necessary, deletions) to the **CS3** portfolio.
- o Space – (CS3 only)
  - MIPAR currently has one open office; a small phone lab space that could be reconfigured for more consistent and effective use; and at least one office currently on loan to the School of Public Policy for use by emeritus faculty. In addition, if MIPAR were run by the Associate Director, the current Directors office would also be available.
  - These four rooms could constitute appropriate **start-up** space, while other more permanent solutions were being negotiated and created.

5.2 Organizational Model - Overview

CAHSS Centers

Center for Social Science Scholarship CS$_3$

MIPAR
(Assoc. Director:
D. Geare)

SCHOOL A

DEPT. A

DEPT. B

DEPT. D

IRC

DEPT. C

DEPT. F

DEPT. E

CIRCA

DEPT. G.

Dresher Center for the Humanities

CADVC

DEPT. H

● = Faculty Member   — = Multi-Center Affiliations

5.3 Organizational Model - CS3 Detail

Center for Social Science Scholarship – CS3

CS3
[Director: TBD]

Theme Programs
Comm. Engagemnt
CIPHER
Social Justice

TBD

TBD

Social Science Forum

MIPAR
[Assoc. Director: D. Geare]

Dept. A

Dept. B

Dept. C

Dept. D

School A

● = Faculty Member   ------- = Potential Multi-Center Affiliations

5.4 Next steps

- o Identify an appropriate CAHSS faculty member to be the Inaugural Director of the Center for Social Science Scholarship at UMBC (Spring 2018).
    - ▪ First steps of the Director to include (starting Fall 2018):
        - Convene conversation concerning the definition of and shared vocabulary for the Social Sciences at UMBC, which is both inclusive and flexible yet focused enough to create a meaningful through-line and narrative.
        - Begin to identify shared foci of interest, as well as those that are innovative, unique, and go beyond research alone.
        - Confirm organizational model.
        - Write and align **CS3** Mission and Vision with the UMBC Strategic Plan.
        - Create budget including some self-support components.
        - Hire staff.
        - Develop slate of activities and Units.
        - Design and create website and branding/logo.
        - Create standard Center analytics designed to nimbly record and share the story of the **CS3**'s portfolio, activities, ROIs, and growth, as well as that of the Social Sciences at UMBC.
- o Identify appropriate funding sources, with particular outreach to UMBC units and external Foundations (Spring 2018).

6. Summary

The **CS3** would be essential in spotlighting, supporting, shaping, and growing innovative Social Science collaborative scholarship at UMBC. The Social Sciences, as the home of behavioral theory, research, and intervention, are central to all human problems and central to the mission and goals of UMBC, as articulated in our current Strategic Plan. If we are to address the most pressing social problems of our times (e.g. persistent inequality, the opioid epidemic, 'fake news,' climate change, artificial intelligence) we will need to support education, research, engagement, and interventions strongly rooted in the Social Sciences. The **CS3** will provide an intellectual space to strengthen and cohere our Social Science, cross-disciplinary scholarship and in doing so elevate the difference we make in our communities as well as the ways we make our mark. There is a niche in the higher education market among our institutional and aspirational peers that a cutting-edge **Center for Social Science Scholarship** at UMBC can fill. Such innovation is the key to survival in higher education and will create new and exciting synergies that will empower UMBC and the Social Sciences to further "punch above our weight class."

7. Data Appendix – Social Science Center Exemplars

		History	Mission	Programs	Foci	Resources	Comments
Centers (identified with key word search)							
Institute for the Social Science - Cornell	socialsciences.cornell.com	Founded 2004 -	Encourages collaborative research in cutting-edge SS research topics; fosters systematic, evidence-based, interdisc. knowledge of social processes to address critical concerns; recruit and retain top SS faculty; build intellectual and admin connections	Collaborative Projects; Small Grants; Faculty Fellows		Computational SS	
Yankolovich Center - UC San Diego	yankelovichcenter.ucsd.edu	Founded 2012. Seems likely based closely on founders ideals.	Support research on local and regional problems to degree express national concern; focus on strategy not tactics; multidisciplinary; practice →theory; additive resource; timely; not all about understanding	Upward Mobility Committee; Seed Funding; Discussion Series	Driven by focused mission		
Stanford Institute for Research in the Social Sciences (IRiSS)	iriss.stanford.edu	2004 to advance SS research	Advancing SS research thru data driven SS. Training in advanced and innovative methods, undertaking high quality inter-disc research and disseminating findings that address significant global challenges	Invest in new core research infrastructure; create collaborative research community to attract and retain; offer seed grants; faculty fellowships; teach grad and UG state of art methods for collection and analysis; collaborate with leading universities to disseminate	Data driven SS, Democracy, Poverty and Inequality, Philanthropy, immigration, online learning, big data		
Center for Social Science Research - SUNY Oneota (CSSR)	oneota.edu	1998	To foster SS collaborations at Oneota	Annual paper completion (student); Publication of research reports, lectures, public forums	Seems to be student focused. Follows Presidential pillars. Membership organization		

		History	Mission	Programs	Foci	Resources	Comments
Institute for Social Science Research - Umass	umass.edu		Research methods instruction; building interdisc. connections; research support; promoting SS visibility	Methods workshops; research seminars; research consult; proposal writing and grant admin support; Three seed grants; Scholars Program; Ph.D., student support	Research	Collaborative space w/ conference room for meetings; 12 computer Training Lab; software, consultant staffed, led by methodologist.	Laurel Smith-Doerr, Director
Social Science Research Commons (SSRC) - Indiana Univ.	https://ssrc.indiana.edu/about/history.html	2006 - BSSR (Bureau for Social Science Research) 2009 CESSR - Consortium for Ed and SS Research (CESSR) 2013 (SSRC)	Become intellectual center for SS research; promote collaboration; increase competitiveness for external funding; support grant development and submission; Lower institutional barriers to collaboration; enhance visibility and impact of SS research; info clearinghouse	Seed grants; grant management and support; proposal development services; collaborator matching;	Lower institutional barriers to collaboration; enhance visibility and impact of SS research,	Administrative services for grants development; state of the art tech, data, training, consultation, to facilitate research. Facilities = grand hall, conference rooms, experimental labs	Shared service center = 2009 to 2010 social science proposals to the NIH, NSF, IES, and other external funding organizations increased over 100%.
Penn State Social Science Research Institute	ssri.psu.edu		Supporting novel interdisciplinary research to address critical human and social problems	Home to 9 centers and institutes;	Human system; social disparities; smart and connected health; innovative methods; dissemination and implementation science	Housed in VPR Office; University-wide; GIS Core; Survey Design and Data Collection; Methods Consult; Imaging Center; Several funding mechanisms for faculty fellows; proposal development;	

		History	Mission	Programs	Foci	Resources	Comments
Mississippi State U. Social Science Research Center (SSRC)	ssrc.msstate.edu	Founded 1950	Promote, enhance, and facilitate SS research and related scholarly activities	Monthly newsletter; Labs, and Research programs including student retention	Involve students in research; conduct research on relevant social problems at various levels; provide vehicle for research and service that doesn't fit traditional structures; support university grant activities; match research capacity with funding sources	University-wide, reports to VPR & Econ Dev and VP Agr., Forestry, Vet Med; 20,279ft Technology Center w/ conference center and meeting rooms;	(Appears to be a bit of a mishmash of orphaned programs housed here(?)
DePaul College of Liberal Arts and Scoail Sciences Social Science Research Center (SSRC)	las.depaul.edu	Centralize College research and creative activity;	"promotes, enhances, facilitates, and supports faculty, staff, & student in methodologically diverse, socially relevant research & creative activity by providing ... physical space & human capital necessary to develop .. infrastructure for designing scholarly projects, ... obtain internal & external funding for their work, implement funded research programs, & form relationships."	Technical Services = data collection, survey and interview design thru analysis, digital methods, Qualitative, GIS, proposal editing and review, manuscript editing, IRB prep; Trainings, Workshops, Seminars for capacity building; Conference Room & Lab Space; Data Repository, Software; Data Archiving; Remote Access, REDCap (survey and data management)			Service Center?
NIH Office of Behavioral and Social Sciences Research	obssr.od.nih.gov	Pre 1997	"The health of the nation is shaped primarily by behavioral & social influences. Therefore, it is critically important that the preeminent health research agency in the U.S, the (NIH), focuses substantial effort & resources on advancing our understanding of & ability to modify these influences, at the individual & population levels, to improve health."				

		History	Mission	Programs	Foci	Resources	Comments
Consortium of Social Science Associations	cossa.org	1981	Membership organization for Social and Beh. sciences 501c3 membership societies that represent research scholars as national disciplinary or field association				
George Mason Center for Social Science Research (CSSR)	cssr.gmu.edu		Multidisc research center; provides platform to bring together theory and method to conduct research on important social problems and basic SS questions.	Provides research services to clients (community, university or private sector)		Space for Grad student association, phone survey jobs for undergrads	Service Center
Institute for Social Research (ISR) Univ. of Mich	isr.umich.edu	1949 as survey research org - academic world's largest and oldest	Plan, conduct, disseminate rigorous SS research & train future gens of SS. Diversity central	5 Research centers; 200 affiliated scientists; 20 disciplines;			Discussed by Workgroup - so large, established, and well-funded as to be a unrealistic model at this point in time.
Center for Social Sciences - Bryn Mawr	https://www.brynmawr.edu/socialsciencecenter/		Raise academic and intellectual visibility of SS; build collaborative relationships among SS fac. and students				Looks inactive
Social Science Research Council (SSRC), Brooklyn, NY	ssrc.org	1923; International, interdisciplinary network of networks.	"Fosters innovative research, nurtures new generations of social scientists, deepens how inquiry is practiced within and across disciplines, and mobilizes necessary knowledge on important public issues...guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes.	Grad and Postdoc fellowships; scholarly convenings; x-disc engagement; conferences & workshops; mentorship; pubs; lectures & public events; digital forums	Fostering innovation; investing in the future; international and democratic; combine urgency and patience; high standards.		(Contact for their take on SS landscape and innovation?)

		History	Mission	Programs	Foci	Resources	Comments
OBSSR - NIH	-						Note that it exists, explore as future funding source
INSTITUTIONAL PEERS	-						
UC Riverside	X	Only - Center for Health Communities in Med School with link to Engaged community research					
UC Santa Cruz	X	Nothing under Major Research Centers, but Social Sciences is a separate Division					
U. Mass Lowell	X	Center for Community Research and Engagement	Engages in research that - Promote scholarship, id problems, research-driven analysis, facilitate univ.-comm. teams, help build relationships; recruit students and faculty; evaluate comm. programs;				
U. Mass Amherst	See Above		The Institute for Social Science Research promotes excellence in social science research through four areas of strategic focus: 1) research methods instruction, 2) building interdisciplinary connections, 3) research project support, and 4) promoting social science visibility	Consultation and Short course; 12 computers (STATA, NVIVO, R, Arc GIS, etc.); Data management and archives, faculty scholars program with courses releases, seed grants; grad student resources			Supported by College of Soc. Beh. Sci; Provost; VC for Research; Grad School; College of ED; Management; Earth Sciences and Sustainability

		History	Mission	Programs	Foci	Resources	Comments
NC State U. - Raleigh	X	3 research centers in College of H and SS					
NJ Inst. of Tech.	X	Nothing related					
SUNY Albany	X	Lots of specific focused centers					
SUNY Binghamton	X	Nothing much related					Interesting idea: Half Baked Lunches - $150 funded research initiatives to gather groups around issue
Miami U.	X	Applied Research Center- data driven research is the closest; lots of other centers with resources to offer, but nothing entirely SS					
George Mason U.	See above						

ASPRIATIONAL PEERS							
		History	Mission	Programs	Foci	Resources	Comments
U. Conn	X	Research page is almost entirely STEM. Nothing in A&S school either					
GA Inst. of Tech.	X	Core Research area in Public Service, Leadership & Policy. College of Liberal Arts = "Liberal Arts Redefined for a Technological World"					
U. of Pitt	X	U Center for Social & Urban Research - interdisciplinary social, economics, health, and policy					
Stony Brook U.	X	7 Social & Beh Sciences Centers = 15 less that A&H Centers					Interesting Grant Writing resources page: http://research.stonybrook.edu/grant-writing-resources