

CHAPTER 12—GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE

Founded in 1933 as the “University in Exile,” the Graduate Faculty of Political and Social Science consists of six M.A./Ph.D. programs in the social sciences and philosophy, plus two interdisciplinary M.A. programs. Its assets include a unique reputation as a center for graduate education and research from a distinctively critical and internationalist perspective; a full-time faculty (54 FTE) of international repute; a robust *esprit de corps*, manifested through a longstanding tradition and practice of academic self-governance; and a cosmopolitan student body of nearly 1,000. Education is shaped by dialogue—whether in classrooms, hallways, the cafeteria or nearby coffee shops—an ongoing conversation that draws together participants widely varied in their cultural origins and political experiences.

Mission

The mission of the Graduate Faculty of Political and Social Science—which derives from American progressive thinkers and the critical theorists of the University in Exile—is grounded in the core social sciences and broadened with a commitment to philosophical and historical inquiry. In an intellectual setting where disciplinary boundaries are easily crossed, students learn to practice creative democracy—the concepts, techniques and commitments that will be required if the world’s people, with their multiple and conflicting interests, are to live together peacefully and justly.

Financial constraints remain the most vexing issue facing the Graduate Faculty. On the positive side, the Graduate Faculty produces a graduate program in the social sciences and humanities whose quality and reputation greatly exceed the resources invested. On the negative side, the Graduate Faculty remains undercapitalized. The challenge is to identify strategic changes to give the Graduate Faculty an adequate foundation to achieve its mission, and to determine a mix of sources (tuition, new programs and gifts) to pay for these changes.

According to figures publicized within the university beginning about two years ago, the Graduate Faculty annually runs a roughly \$1 million deficit in direct costs and \$3 million deficit in indirect costs. The total deficit of \$4 million is slightly greater than the total of all other deficit divisions in the university combined. In this context, the university administration has introduced new budget rules, encapsulated by the phrase, “every tub on its own bottom.” The rules stipulate that the Graduate Faculty and all other schools will be held accountable, not only for their direct costs but also their imputed share of indirect costs. The implication of these guidelines for the Graduate Faculty, however, is unclear—particularly in light of the aggressive faculty hiring envisioned in the near future. President Kerrey has stated publicly on numerous occasions that the subsidy will be continued and perhaps increased. There needs to be a discussion about the extent to which the Graduate Faculty should be considered a free-standing,

revenue-maximizing unit. No other graduate school in the social sciences is constructed on that model. Other structural possibilities need to be explored, such as further curricular and budgetary integration of the Graduate Faculty and Lang College, and significantly enhanced fund-raising.

The Graduate Faculty's plan stipulates that at its core should remain at least seven Ph.D. granting programs, complemented by interdisciplinary M.A. programs in Liberal Studies and Historical Studies. The challenge is not to grow substantially, or to change radically, but to strengthen the underpinnings needed for the Graduate Faculty to achieve its mission. Three dimensions are essential:

- Total size of the student body will remain constant, although M.A. enrollment should increase by as much as 20% over the next four years, and Ph.D. enrollment should decrease by about 10%. As a result, the enrollment ratio should shift from the current 55% M.A./45% Ph.D. to 65% M.A./35% Ph.D. Changing the ratio will increase net tuition revenue (since M.A. enrollments are revenue positive) and allow the Graduate Faculty to improve financial support for doctoral students because there will be fewer doctoral students to support.
- Ten permanent new faculty members, including up to four Distinguished Professors, should be hired within the next two years. These positions will require financial support from outside the Graduate Faculty budget, and President Kerrey is committed to raising the money. In addition, faculty members who retire or leave need to be replaced in a timely manner; the administration already has approved searches for three recent or pending departures. As a result, the faculty will grow in number and distinction—bolstering New School University's scholarly rankings, strengthening the Graduate Faculty's reputation as a center for critical research, and reducing unacceptably high student/faculty ratios. The Graduate Faculty's aim will be to hire the most accomplished and innovative scholars available who can foster interdisciplinary strengths rather than simply build conventional academic departments.
- To strengthen the curriculum, course offerings will be adjusted and supplemented to promote synergies across disciplines and, to a certain extent, with other divisions. The goal will be to achieve efficiencies, sharpen focus on the Graduate Faculty's distinctive intellectual niches, and create a more interdisciplinary educational process while still preparing graduates with the appropriate level of disciplinary expertise. University policies—particularly budgetary—will need to be modified to encourage the full potential for interdivisional collaboration, such as emerging cooperative agreements with Media Studies, the Milano School and Parsons.

Achieving these goals will require—in addition to increased tuition revenue from M.A. programs and promised assistance from the administration—expanded fund-raising at the Graduate Faculty. Although he only assumed the position of dean at the beginning of the current academic year, Richard Bernstein already has launched both short-term and long-term fund-raising efforts. His immediate goal is to raise \$1 million in scholarship support by the end of the current year. In addition, a search is underway for a development officer to substantially increase major gifts, foundation grants and annual giving.

Recent History

Both the Graduate Faculty and New School University have made progress addressing issues raised by the Middle States Accreditation review in 1991. The enrollment decline has been reversed (new student enrollment has increased more than 10% since fall 2000, and matriculated student enrollment is up 8%); several new or restructured terminal M.A. programs have been successfully implemented; the “rebuilding fervor” of the 1980s is being rekindled through the recent hiring authorized by President Kerrey, particularly the Distinguished Professors; a stronger rapport has been established among faculty, the Dean’s office, and divisional staff. On the negative side, fund-raising never reached goals established in the early 1990s; efforts to strengthen ties between the Graduate Faculty and Eugene Lang College have produced mixed results; despite successes with some M.A. programs, other attempts have not met expectations.

Perhaps the most important accomplishments since the mid-1990s have been the continued renewal of the Graduate Faculty’s intellectual underpinnings:

- Since 1996-97, the Graduate Faculty has hired—in collaboration with Eugene Lang College—nine outstanding junior faculty members.
- The faculty has continued to earn its reputation for critical, socially-engaged scholarship; honors within the past three years include three visiting fellowships at the Institute for Advanced Studies, one at the Wissenschaftskolleg Institute for Advanced Study in Berlin, two at the Russell Sage Foundation, two at the Rockefeller Foundation’s Bellagio center, one at Harvard’s Radcliffe Institute, and one at Yale; prominent awards include one Guggenheim and two Carnegie Scholar Awards; competitive, peer-reviewed grants have been received from NSF, NIH, and the Mellon Foundation (three Sawyer Seminars). Since 2000, full-time faculty with multi-year contracts have published or have forthcoming a total of 40 books; 7 edited volumes; 40 articles in journals; and 21 chapters in edited volumes.

There also have been recent setbacks:

- Due to rising tuition and shrinking financial aid, the Graduate Faculty witnessed a steady worsening of the position of students compared to counterparts at competitive institutions—net cost to students currently is 50-70% higher than NYU, Northwestern, Boston University and Notre Dame. (See Appendix I.)
- Since 1999-2000, 12 senior faculty members have been lost, 8 of them recruited to major universities—including Johns-Hopkins (2), NYU (2) and MIT—the remainder retired or pursued other careers. In the meantime, only three full-time senior faculty members have been hired from the outside (in addition, four have been given tenure and promoted internally). Unable to replace departures in a timely manner, several departments suffered problems meeting obligations to students. Most strikingly, at the beginning of 2002-03 there were no senior faculty members and only two junior faculty in the Department of Anthropology to meet the needs of 90 graduate students.
- Since the departure of Dean Judith Friedlander in spring 2000, the Graduate Faculty has had two deans and an acting dean. Kenneth Prewitt, who served barely a year as dean, resigned in spring 2002 because he felt that the academic, administrative and budgetary priorities of the

university made it difficult to accomplish goals critical to maintaining the vitality of the Graduate Faculty.

On balance, though, there are promising signs. Dean Bernstein and others see a productive dialogue emerging about the ways in which the Graduate Faculty can contribute positively to President Kerrey's initiative to become New School University.

STUDENTS

Fall 2002, the Graduate Faculty had a total enrollment of 994 degree students, composed of 586 students in courses and 408 students on maintenance of status. (Eighty-two percent of students on maintenance of status are doctoral students, primarily completing dissertations.) Average age of new students in fall 2000 was 30.7 (slightly older than in previous years), and average age of continuing students was 33.2. Due to limited financial aid and high tuition, a large proportion of students are employed, which slows down progress toward the degree.

Roughly 30% of students come from abroad (37% of entering students in fall 2000 were international, 29% in fall 2001). The largest groups of international students are from Europe (32%), Latin America (28%) and Asia (22%). In addition, many are recent immigrants (28% of new students in fall 2001 were permanent residents, 5% in fall 2000).

Twenty percent of the students from the United States are from groups traditionally underrepresented in higher education, and the Graduate Faculty is committed to increasing this proportion. Fall 2002, it enrolled 50 new students from underrepresented groups, up 55% over the running average of 33 for the previous three years. To sustain this success, the university should recruit more full-time faculty members from underrepresented groups and offer competitive financial packages to these students.

Of greatest concern is the uneven academic quality of the student body. Although the Graduate Faculty competes against elite institutions for top-quality students, it also maintains a tradition of giving a chance to "non-traditional" students whose background might not qualify them for admission to graduate schools of comparable quality. Some students prove themselves at the M.A. level and continue to the doctoral degree, while others do not proceed beyond the Master's degree. The Graduate Faculty has made progress in recent years in improving the quality of entering students. The number of students that faculty and admissions staff identified as "fair" or "weak" was reduced from 28% of the entering class in 1999 to 6% in 2001, while the number identified as "very good" and "excellent" was increased from 45% in 1999 to 64% in 2001. However, the cold reality is that—in order to meet tuition revenue targets—the Graduate Faculty admits almost 90% of its applicants. One way to become more selective is to attract a greater number of well-qualified applicants, and that is one goal of the school's marketing efforts.

The Graduate Faculty admits only a limited number of students directly to the Ph.D. (Only 5% of 207 new students in fall 2002 were admitted to doctoral programs; 95% were admitted to M.A. programs.) Students must first complete the M.A. and meet other requirements before admission to doctoral study. As a result, only 25% of students admitted at the M.A. level continue on to the Ph.D. (according to cohort studies of students matriculated in the early 1990s—trends may have changed since then).

The Graduate Faculty faces a time-to-degree problem that is, in part, the legacy of practices in previous decades. Until the beginning of the 1990s, the Graduate Faculty took a laissez-faire approach to how quickly (if at all) a student completed his or her degree—with a significant number of students taking 15 years or longer to complete. Since the mid-1990s, the Graduate Faculty has instituted policies and norms to encourage new students to proceed more rapidly through their studies, while simultaneously making it clear to older students that they must finish soon. One indicator of this successful initiative is a 20% reduction of doctoral students on maintenance of status from 418 in fall 1996 to 335 in 2002.

Placement of Ph.D. graduates is satisfactory, although uneven across departments and not as successful as the Graduate Faculty desires. In 1999-2000, for example, 25 Ph.D. recipients (48% of the class) received academic appointments, which compares favorably to national results of 50% or less, depending on discipline. Appointments included positions at Notre Dame, Oxford, Northwestern, Williams, U of Missouri-Kansas City, Denison, Colorado College and Middlebury. Clinical placements (internships and post-doctoral) in recent years have included Yale Psychiatric Institute, Cornell Medical School, Harvard Medical School, U.C. Davis and Memorial Sloan Kettering.

To develop indicators of educational outcomes, in 2002-03 the staff will collect job placement data, including academic and non-academic positions for Ph.D. and M.A. recipients (unfortunately, placement data are sketchy for M.A. graduates). Faculty members now provide one-to-one advising for Ph.D. graduates, particularly those seeking academic careers. However, assistance is uneven, and most departments do not have a formally designated placement advisor. The division employs a half-time career/funding counselor who provides assistance in basic strategies for seeking external funding and employment, both within and outside academe. A comprehensive analysis is underway to determine ways in which career placement can be improved, recognizing resource limitations. It is expected that the Graduate Faculty will seek to hire a full-time career services manager to assist students and graduates in securing jobs in both the academic and non-academic sectors.

The Graduate Faculty is committed to measuring learning outcomes and to improving them, as needed. (See Appendix H.) Starting fall 2002, the Graduate Faculty has begun to monitor more closely existing outcome measures—including success rates for M.A. exams, Ph.D. qualifying exams, Ph.D. oral exams, doctoral internships and Ph.D. dissertations—to ensure that students develop knowledge in fields of study, and skills and methods of inquiry.

THE FACULTY

Over the past decade total FTE faculty has declined to 65 faculty members (includes part-time, visiting and joint appointments, pro-rated accordingly). The number of full-time faculty FTE also has slipped in recent years, from 53.5 in 2000-01 to 50 in the current year, while enrollment of matriculated students in courses has increased 10% during the same period. These broad trends were accompanied by the following changes in staffing and workload.

Since 1998-99, the Graduate Faculty and Eugene Lang College have hired and retained eleven joint appointments, and the Graduate Faculty has hired one additional joint appointment with the Media Studies program of The New School. On average, joint faculty members' classroom teaching is divided equally between the Graduate Faculty and the other colleges. The full-time teaching load is four classes per year, plus one additional course equivalent earned through dissertation supervision and other forms of educational supervision. Therefore, the replacement of 11.5 faculty who taught full-time at the Graduate Faculty with joint faculty effectively reduced the total teaching capacity by 22 courses, or roughly 10% from 215 courses in 1995-96 to 193 in 2001-02.

During this period, the core faculty shifted roughly 15-20% of their teaching from graduate to undergraduate courses. In addition to teaching roughly 30-35 undergraduate courses per year, members teach a considerable number of undergraduate students in M.A.-level courses. For example, in 2000-01 about 100 Lang students enrolled in Graduate Faculty courses (includes "cross-listed" courses). As noted above, twelve senior faculty members have been lost since 1999-2000, while only three full-time senior faculty members have been hired. (Some losses of senior faculty have been replaced internally. Since 1994-95, nine faculty members have been eligible for internal tenure, and five have received it.⁵²) Although comparable departures are normal at quality research institutions, financial constraints have not allowed the Graduate Faculty to replace these losses in a timely manner. The high cost of living in New York City complicates recruitment, as does the fact that competing universities generally offer senior faculty considerably better compensation, including subsidized housing and substantial research funds as well as reduced teaching loads and fellowship support for doctoral students.

The Graduate Faculty employs about 40 part-time and visiting professors who teach for one year or less and cover about 50 courses (25% of total). These teachers primarily serve two purposes: they cover disciplinary subfields in which full-time faculty do not have adequate expertise, or they replace courses normally taught by full-time faculty who are not available. Many of these adjunct instructors are distinguished senior colleagues who add considerably to the quality of education and who have been teaching at the Graduate Faculty for at least several years. The faculty and dean's office in the mid-1990s reduced the reliance on part-time faculty in order to free up funds to hire full-time faculty. Further reduction of the number of part-time faculty and visiting faculty will be more difficult, but should be attempted, whenever possible, in order to concentrate resources on hiring full-time faculty.

⁵² One additional eligible faculty member did not stand for tenure because he was told in an early review that he was not making progress toward expectations. One other faculty member was hired as an untenured Associate Professor, with the understanding that he would be tenured within roughly two years of hire.

In sum, the division has experienced modestly increasing enrollment in graduate courses, increased undergraduate teaching, but a slight decline in faculty FTE. One result has been local problems. New M.A. students in Psychology and Sociology have complained in the past two years about lecture-style courses enrolling 40 or more students, and advanced students find it difficult to enroll in popular seminars. Eight courses enrolled 35 or more students; of these, three courses in Psychology enrolled 50 or more students.

Ongoing searches for new full-time faculty are necessary to provide the long-term supervision required for effective doctoral education. In this regard, the worst ratios between full-time faculty and students in courses are in Anthropology and Psychology, which are departments targeted for significant replacement hiring.

FULL-TIME FACULTY / STUDENT RATIOS (FALL 2002)

	Anth	Econ	Phil	Pol Sci	Psy	Soc
Full-time faculty FTE*	2	7	8	9	13	7.5
Students enrolled in courses	27	71	83	79	173	81
Total students (in courses & on maintenance of status)	80	119	184	150	236	148
Students in courses / full-time faculty FTE	13.5	10.1	10.4	8.8	13.3	10.8
Total students / full-time faculty FTE	40.0	17.0	23.0	16.7	18.2	19.7

* Full-time FTE: Tenured, tenure-track, recurring visiting professor, full- or half-time with multi-year contract.

As detailed in the 2001-02 workload report submitted to the provost, 40 core faculty (full-time without joint appointments) serve as the primary supervisors for an average of 8 dissertations, and as secondary supervisors for an average of an additional 6. A total of 18 or 45% of the core faculty serve as primary or secondary supervisors for 15 or more dissertations. Meanwhile, 12 younger joint faculty members serve as the primary or secondary supervisors for an average of 10.7 dissertations, a high number, given that 10 of the 12 joint faculty are tenure-track or non-tenured. One result of decreasing the number of doctoral students while increasing the number of faculty will be to reduce the dissertation supervision load substantially. It is particularly important to reduce the dissertation burden on young teachers with joint appointments, given the substantial pressures placed on them to publish scholarly work.⁵³

Teaching effectiveness is monitored through a quantitative and qualitative course evaluation process introduced in 1998, available as an exhibit. These evaluations have been useful to students and for reappointment and tenure evaluations. Faculty productivity also is assessed through an annual workload report prepared for the Provost, which emphasizes

⁵³ A promising assistant professor was lost in 2001-02, in large part due to the comparatively high demands placed on her, and at least one other young "star" is being actively courted by an Ivy League university.

teaching and formal advising. The Graduate Faculty has recommended to the Provost that future workload analyses should include traditional indicators of academic excellence, particularly scholarly productivity and service.

CURRICULUM

The Graduate Faculty has five social sciences for a reason: politics, economics, social structure, and culture are permanent features of social life, and each finds a home in a social science. And as there is no social life separate from beliefs and choices, motivations and memories, psychology is the necessary fifth discipline. At the same time, social science divorced from the humanities is a thin enterprise. Though founded as a graduate program in the social sciences, the “University in Exile” never doubted that these disciplines were rooted in history and philosophy and the faculty embraced a broad set of interests designated today as the liberal arts. From this foundation sprung seven doctoral programs (philosophy and the five social sciences—Psychology offers two Ph.D.s, Clinical and General Psychology) and its two interdisciplinary M.A.s (Historical Studies and Liberal Studies).

Numerous curricular innovations have occurred in the past decade. The Liberal Studies M.A., redesigned in 1992, has flourished, growing from 17 students in 1992 to 45 in 2002. The M.A. Concentration in Mental Health and Substance Abuse Counseling, which was introduced in 1998-99, has grown substantially, both attracting new students to Psychology and helping retain existing students. A newly formalized M.A./Ph.D. collaboration between Sociology and The New School Media Studies program has produced substantial and immediate interest, leading to five new Ph.D. students in fall 2002. The results of an innovative M.A. in Global Political Economy and Finance have been mixed. Although it is helping attract some exceptionally bright students to the department, it has yet to draw substantially more M.A. students to Economics. Also, a small program to provide graduate training in global history for New York City public school teachers has struggled due to the complications involving the New York City Board of Education.

Other degree programs have been tried but suspended or discontinued. An M.A. in Gender Studies and Feminist Theory was launched in 1993, and—although successful in enrollment at about 16 new students per year—it was suspended in 1998-99 due to staffing problems, and concerns about student quality and morale. In response to considerable support among faculty and students, as well as continuing interest among prospective students, the Graduate Faculty currently advocates re-opening an improved version of the Gender Studies M.A. An M.S.Sc. in Psychoanalytic Studies was launched in 1992, but phased out in 2000, after the Graduate Faculty was unable to provide sufficient faculty. Looking ahead, potential exists in several new efforts to promote academic collaboration between the Graduate Faculty and the Milano Graduate School (urban economics), Parsons (design as a social and humanistic endeavor) and The New School (international affairs).

In terms of curricular challenges, the Graduate Faculty has identified two persistent concerns: (a) Can it give more concrete substance to its interdisciplinary commitments? (b) Can it ensure that each of its programs has depth and breadth, while recognizing the necessity of specialization in particular niches? In response to the interdisciplinary concern, nearly every department offers several courses infused with historical and philosophical concerns, and recommends that students take courses in other departments. Nearly every year, there are significant interdisciplinary offerings, such as the two-semester sequence taught this year by Dean Bernstein and Professor Fraser on the political and philosophical dimensions of critical theory. Nonetheless, opportunities for interdisciplinary study should be increased.

Interdisciplinary interests also are robustly pursued through centers and special programs such as the Transregional Center for Democratic Studies, International Center for Migration, Ethnicity and Citizenship, and Janey Program for Latin American Studies. These centers bring advanced students and faculty together around research, policy analysis and public education. (See the *Bulletin* and exhibits for further description.) These endeavors are a tradition we want to continue—always recognizing that academic departments are the school’s permanent base, while research centers and other bodies have a natural life-course, giving way to new programs as intellectual and policy agendas change.

In addition, for more than sixty years the division has published the award-winning, interdisciplinary quarterly of the social sciences, *Social Research*. The Graduate Faculty is the editorial home of three other journals (the first two of which are substantially interdisciplinary): *International Labor and Working Class History*, *Constellations*, and *The Graduate Faculty Philosophy Journal*. In addition, the current editor of the interdisciplinary journal of the American Academy of Arts & Sciences, *Daedalus*, is a member of the Graduate Faculty. (Numerous faculty members also serve on editorial boards of disciplinary journals.)

In terms of breadth and depth of programs, a key issue remains ensuring a stable and adequate full-time faculty to mount the necessary courses and provide the extensive supervision required for graduate education. With small faculties and high student/faculty ratios, the departure of two senior faculty members from a single department can result in a “tipping point” of crisis. Anthropology experienced this during 2001-02.⁵⁴

In each department, there is a continual need to balance the development of a successful intellectual niche with adequate coverage of the discipline. Some of these issues are described briefly below. Although some departments understandably have aspirations for further growth, the ten appointments pledged by the president, combined with replacements authorized or requested, would provide the capacity needed by the Graduate Faculty to meet its mission.

⁵⁴ Two other departments (Philosophy and Psychology) face numerous departures in the near future, due to retirements and expiration of contracts, and thus could experience crises not unlike Anthropology.

Anthropology. Since its founding, the department has stressed the study of anthropological theory and empirical research on modern social and cultural systems. Students are encouraged to develop thesis projects that explore theoretical and social issues through fieldwork, archival research and theoretical reflection. With searches underway for three senior faculty and one junior, the Graduate Faculty has the opportunity to hire a cluster of distinguished faculty who would bring complementary research interests and quickly earn the department renewed international recognition. Hiring one internationally distinguished scholar whose research resonates with the critical tradition of anthropology is needed and will help attract other professors.

Economics. The Graduate Faculty remains one of a small number of centers of research and teaching that focuses on “heterodox” economic traditions, including Keynesian, post-Keynesian, structuralist, institutionalist, classical, and Marxist economics, and also on the history of economic thought. The affiliated Center for Economic Policy Analysis is internationally recognized for its applied work on the macroeconomics of economic development. Traditional fields of study, in which some students choose to write doctoral theses—such as Industrial Organization, Public Finance, Economic History, Game Theory, Econometric Theory, Economics of Discrimination, Urban Economics, and Regional Economics—are available only through other divisions of the university, or via consortium arrangements with other New York City doctoral programs. Furthermore, the department has yet to realize the considerable potential for curricular and intellectual relations with other departments at the Graduate Faculty. The department is seeking funding to hire a distinguished faculty member, hopefully to augment its teaching capacity in one of the areas mentioned above. The department’s most pressing need is to make a series of distinguished appointments of mid-career scholars to ensure regeneration in the face of pending retirements of six tenured faculty over the next decade.

Philosophy. Philosophy, which regularly hosts visits from the world’s most distinguished philosophers and political theorists, has built an international reputation as one of the few departments in the United States that integrates the continental and Anglo-American traditions of philosophy. Although proud of attracting promising students from around the world, Philosophy currently suffers one of the most disadvantageous student/faculty ratios. Recent and anticipated faculty appointments, combined with greater admissions selectivity, should alleviate this burden, while further enhancing the department’s reputation. Negotiations are nearly concluded to hire a senior philosopher—one of the ten appointments pledged by President Kerrey—who is a recognized expert in Modern French Philosophy. Additional faculty expertise is needed in ethics, philosophy of race and gender.

Political Science. Political Science was rebuilt in the 1980s with a focus on three of the four main fields within the discipline in the U.S.: political theory, comparative politics, and American politics. At that time, international relations was not part of the department’s profile, primarily due to a decision to concentrate resources elsewhere. This strategy was successful. Each of the three fields has distinctive features. Faculty members have received widespread recognition for their research, both via distinguished publications and fellowships from major institutions. Even so, the department has needs. The theory program is understaffed by at least one position, despite the fact that a number of faculty members in other fields can advise and teach in ways that strengthen that field. Conversely, the American politics field has not managed to attract as large a number of students as would be appropriate for its size within the department. At least as important, changes in the world and within Political Science make the initial decision not to include the field of international relations within the department’s programs very problematic. As senior members retire in coming years, replacements will need to address these needs. In addition, there are opportunities for collaboration with the rapidly growing International Affairs program at The New School.

Psychology. The department continues its longstanding role at the Graduate Faculty of grounding the larger-scale social science discussions in the individual. It provides a leading example of theory engaging practice. The unusual degree of interaction between its clinical and non-clinical faculty is part of its distinctive profile as a program focused on the mind in social context. In addition, the department has been increasingly support of interdisciplinary discussion, most recently in promoting the appointments of two senior cultural psychologists, and in supporting student-initiated seminars in philosophy and psychoanalysis. Nonetheless, challenges exist. Given increased enrollment in 2001-02 and 2002-03, combined with two recent faculty departures and the fact that several valuable members are on part-time contracts and others are approaching retirement (notably the Director of Clinical Training)—the faculty is stretched so thin that carrying through possible improvements will not be easy. One sees this in overenrolled M.A. lecture courses, in Ph.D. supervision loads far beyond norms, and in recent departures of two faculty members to other institutions who offered improved salary, housing, levels of student funding and subject pool availability. To address these problems, the department currently needs to fill three positions (Social Psychology, Clinical Psychology, specializing in human development, and Director of the Clinical Psychology Program). Two replacement searches have been approved by the administration, and the third will hopefully be authorized as resources are identified.

Sociology. Building on its historical connections to European social science and their development in America, the department emphasizes a unique mix of critical, historical, comparative and theoretical sociology. Special strengths are the sociology of culture and politics. However, after the retirement of Professors Louise Tilly and Janet Abu-Lughod and the departure of Diane Davis to MIT, the department's strength in historical sociology has been undermined (which will make it difficult to sustain a strong reputation), and urban sociology courses (indispensable for a department in New York City) are not adequate. A recent success is the development of a concentration in media and sociology; however, increasing student enrollment will require more faculty attention, particularly in light of the increasing enrollment in the Media Studies M.A. at The New School who are interested in pursuing a sociology Ph.D. Given these conditions, the department needs the equivalent of two new appointments; initial preference would be in Historical Sociology and Urban Sociology. Subfields of particular interest are media, race/nation/ethnicity, or globalism. Conscious of the importance of interdisciplinary work at the Graduate Faculty, the Sociology Department would share the courses taught by each of these positions with Historical Studies, Political Science and/or Anthropology. Moreover, the possibility exists of a joint appointment with the Media Studies Program.

Historical Studies. Although the division has never had a traditional history department, it has a longstanding commitment to an historical approach to the social sciences. In the 1980s, the school created a distinctive M.A. in Historical Studies, and added a historical studies concentration in four of its Ph.D. programs. The Graduate Faculty has maintained its commitment to historical studies through the recent appointments of Professors Ikegami, Zaretsky, Blackburn and Frankel. Yet hiring at least one more senior historian and making one or more strategic interdisciplinary (and possibly joint) appointments will be crucial, if the program is to regain the prominence it enjoyed a decade ago, when Eric Hobsbawm, Charles Tilly and Louis Tilly taught here.

Liberal Studies. Currently staffed with adjuncts and full-time faculty who are actually based in other departments, Liberal Studies has no faculty of its own. However, if it could hire two full-time senior professors (one of the distinguished professors now being pursued would fit this role), Liberal Studies could instantly be transformed into a marquee, interdisciplinary program, conceivably able to offer a Ph.D. to compete with programs at the University of Chicago and U.C./Santa Cruz. There are simply no other serious interdisciplinary programs that pull together cultural criticism, literary exegesis and art history with the Graduate Faculty's strengths in history, philosophy and critical theory.

OTHER CONCERNS

Relationship with Eugene Lang College

Five years ago, the Graduate Faculty began to expand its undergraduate offerings to bring together the special strengths of the Graduate Faculty and Eugene Lang College as the first step toward creating a liberal arts foundation for the university as a whole. President Fanton hoped the move would improve the Graduate Faculty's financial underpinnings and increase its contribution to the university, while helping make Lang a superior liberal arts college, one that blended the social sciences and the humanities. As a result, the Graduate Faculty has shifted roughly 20-25% of the division's teaching to undergraduates, primarily at Lang. The number of courses taught at Lang by the Graduate Faculty increased from about 10 at the beginning of the 1990s to roughly 20-25 in late 1990s, then to 30-35 over the past two years. From 1999 to 2002, graduate students annually taught an additional 32 Lang courses on average. In 2001-02, two of five curricular concentrations at Lang were chaired by members of the Graduate Faculty, and about 100 Lang students enrolled in Graduate Faculty courses.

Despite such evidence of growing integration, several elements of the relationship between Eugene Lang College and the Graduate Faculty need clarification. The Graduate Faculty, in general, supports the Lang mission of providing a high-quality liberal arts education, largely in seminar classes. Dean Bernstein is personally leading efforts to improve the governance and administrative arrangements crucial to an effective working relationship between the two schools. Of particular concern is the development of a fair division of labor for the joint faculty who, at times, find it difficult to meet the substantial expectations of both the Graduate Faculty and Eugene Lang College.

The Provost in 2001-02 established a Joint ELC/Graduate Faculty Committee to seek ways to improve the relationship between Lang College and the Graduate Faculty. Although the committee did not reach consensus, suggestions emerged that the university consider building a social science offering at Lang and focus recruitment to this end; that it increase joint faculty members; and that it move toward a truly integrated faculty, combining the Graduate Faculty and Lang under a single dean. A new committee, more broadly based, is continuing discussions about how to integrate and strengthen liberal arts faculty at the university.

Recommendations

In addition to the ten new faculty positions approved by President Kerrey in spring 2002 and replacements subsequently approved, the Graduate Faculty envisions the following changes:

1. M.A. degrees in existing programs will be enhanced and expanded, increasing enrollment by about 10% by 2006 and shifting the orientation toward a mix of both career-oriented studies and preparation for further graduate study.
2. At least one new interdisciplinary M.A. program will be added that complements the mission, while adding a new revenue stream. The Graduate Faculty has submitted a formal request to the president and provost to re-start Gender Studies, which is supported by numerous current full-time faculty in a mix of departments.
3. Doctoral programs will be refined to compete with the world's finest in the Graduate Faculty's areas of specialization. Admissions standards for Ph.D. programs will be tightened, reducing the total number of doctoral students by about 10%, and making it possible to increase the average tuition scholarship for doctoral students from 50% to at least 75%.
4. Although total enrollment would remain stable, the balance would shift from the current ratio of about 55% M.A./ 45% Ph.D. to 65% M.A./35% Ph.D. Net tuition revenue would grow, due to the expanded number of M.A. students and decreased number of students on maintenance of status.
5. The division will launch its own comprehensive fund-raising effort, hiring a development officer responsible for increasing major gifts and building endowment, as well as expanding foundation support and alumni giving.
6. Career services will be expanded as resources allow, with the objective of increasing quality employment of graduates.
7. The Graduate Faculty remains open to cooperate with new liberal arts initiatives, particularly in the development of the undergraduate curriculum.
8. With the Graduate Faculty on a stable and productive foundation, new projects could be undertaken. Examples include a joint M.A. or Ph.D. program with Milano or other divisions; a new research center focused on a critical issue at the juncture of scholarship and current policy debates, such as race and identity.