

THIRTEENTH ANNUAL REPORT  
OF THE  
SOCIAL SCIENCE RESEARCH  
& INSTRUCTIONAL COUNCIL

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1984-85 ACADEMIC YEAR

Structure, Objectives & Functions:

The Social Science Research and Instructional Council (SSRIC) is a statewide body of the California State University System with a purpose of representing campus social science faculty needs in areas involving quantitatively and data based curriculum and instruction. Created in 1972 and originally called the CSUC Inter-University Consortium for Political Research, the Council is composed of representatives from each of the California State University's 19 campuses.

In 1977 the Council was restructured and renamed to reflect a greater diversity in the academic disciplines it represents and services. Meeting regularly with representatives from the Chancellor's Academic Planning and Division of Information Systems staff, the Council serves as an advisory body to the Office of the Chancellor in areas relating to the support of quantitatively and data-based social science, and as principal liaison between the CSU and both the national Inter-University Consortium for Political and Social Research and the California Opinion Research Consortium.

Selected by the local campus Presidents, the Council meets three times annually in two-day sessions, with meetings alternating between the Los Angeles and San Francisco metropolitan areas. The Council Chair is elected annually, as are any necessary committees that oversee or conduct specialized activities undertaken by the Council.

In all, seven primary functions are served by the Council. These include:

- Serving as an advisory body to the Office of the Chancellor in the areas of quantitative and data based social science instruction. In this capacity, the Council has advised in such areas as acquisition of social and behavioral data bases, computer-assisted instructional materials and programming packages, acquisition of computer hardware and software for instructional applications, operating policies and problems with the State University and campus data centers, and -- more recently -- as a liaison group with statewide computer and communications planning groups.

- Functioning as a liaison body to the Inter-University Consortium for Political and Social Research (ICPSR) located at the University of Michigan. ICPSR membership permits access by faculty and students in the CSU to one of world's largest social science data archives. Classes from throughout the CSU make use of thousands of datasets from over 130 countries on social phenomena ranging from historical census or voting records from the French Revolutionary Chamber of Deputies to the most recently released studies on current attitudes and belief structures within the American public. The CSU system, which became affiliated with ICPSR in 1972 through an innovative federated membership arrangement that has served as a model for other state university and college systems, is the Consortium's largest single

user of these archived materials.

Council members also sit as representatives of the ICPSR institutional governing body, and are the principal recruitment, screening and evaluating mechanism for award of faculty fellowships to the ICPSR Summer Program in Quantitative Methods. On a yearly basis, over thirty Summer Fellow positions are available to CSU Faculty for professional development and training in techniques of quantitative social science methodology. In addition, the Council serves to recruit and nominate CSU faculty participants in specialized summer training dealing with Empirical Issues in Aging Research, Quantitative Analysis of Crime and Criminal Justice, Quantitative Historical Methods, and Asian American Research Methods.

- Serving as a liaison to the California Opinion Research Consortium (CORC), a non-profit component of the Field Institute devoted to the study of public opinion in California. CSU became affiliated with CORC in 1977 through a multi-institutional membership arrangement similar to that of ICPSR. As a consortium member, CSU students and faculty have access to all past California (Field) Poll data, data from future polls, and the ability to place a limited number of questions per year in the California Poll. In addition, in conjunction with CORC, the Council operates both a student internship and a faculty fellowship with the Field Institute, and serves as a screening agency for evaluation and award of the use of faculty questionnaire credits for the statewide Field Poll.

- Council members serve on each campus as a resource person and technical consultant in the access and use of ICPSR, Field Poll and Census databases, together with the statistical packages such as SPSS, and CENSPAC. The Council devotes approximately three days annually to technical training and demonstrations of either newly acquired data or program resources. Council members, serving as the "On Campus Representatives" (ORs) for the ICPSR Consortium disseminate this information to interested faculty members on their home campuses, serve as "technical consultants and librarians" for the large collection of ICPSR and Field Poll documentation, and function as a referral and utilization support network for those faculty desiring to use databases in their curriculum. In many cases, the on campus representatives also coordinate and conduct faculty training or workshops on specific databases or analytic techniques.

- Encouraging the development use of computer-assisted instructional materials. Each council member has a responsibility for keeping colleagues of their respective campuses informed about materials and/or social science databases that are applicable to the instructional program or available for research. The Council has found this more local and personal approach, particularly when supplemented by announcements and materials from the Instructional Support Group of the Chancellor's Office Division of Information Systems, to be an effective method of informing faculty and,

indirectly, students about computer-aided instructional materials and to encourage their use.

- Serving to promote the professional development of CSU Social Science faculty. In 1983-84, for example, the SSRIC Summer Workshop in Quantitative Analysis and Computing was held at California Polytechnic State University, San Luis Obispo. Twenty-eight social science faculty from the CSU system participated in the two week workshop. Funds for the workshop were provided by the Chancellor's Office of Faculty and Staff Affairs, and efforts are currently under way to continue and expand this training program.

- Sponsorship of an annual Statewide Student Research Conference. For the past eleven years, the Council has sponsored a student research conference, in which faculty from all campuses are invited to submit student papers to a judging committee appointed by their campus representative. The best three papers from each campus (two undergraduate, one graduate) are then included in the research conference program, with students making presentations similar in nature to those made in professional conferences. Students attending the conferences not only have the opportunity to hear other papers and interact with their peers from other campuses, but also hear featured addresses by one or more prominent individuals in academic or public life. In 1984 the Council created the Betty Nesvold Founders Award for the best undergraduate conference paper, and in 1985 established the Charles McCall Founders Award for the best graduate conference paper.

#### 1985 Developments and Activities:

The 1984-85 academic year was highlighted by a number of significant developments and activities. These are briefly summarized below.

1). Funding for SSRIC's Summer Workshop in Quantitative Analysis and Computing was a top Council priority during the year. Headed by Richard Shaffer, Project Director of the highly successful 1983-84 program, there has been a concerted effort to locate funding from either within the CSU's budget for faculty development, or from outside granting and foundation sources. While unsuccessful in either endeavor, the funding of this program remains a high Council priority.

2). As in previous years, CSU faculty and students participated in the ICPSR Summer Program. Professor Ed Nelson (CSU, Fresno) served as of the ICPSR Summer Program Committee. Four CSU faculty from three campuses were accepted and received stipends for the summer program.

3). The 1985 Student Research Conference was hosted by California

State University, Sacramento. Professors Carole Barnes, Sociology and Betty Moulds, Political Science were conference coordinators, and a total of 38 students participated as authors or co-authors. Merrill Shanks, from the University of California, Berkeley and a principal investigator in the on-going national election study project was the keynote speaker.

4). SSRIC participation in the Field Institute and campus use of Field Poll data both increased during 1984-85. Increased instructional usage can be attributed both to increased faculty interest and technical competence stemming from the 1983-84 training program, and from improvements in pre-processing and documentation of the Field Poll datasets. This latter result is a direct consequence of the Field organization's decision to contract with the Behavioral Science Laboratory at CSU: San Diego for providing these services.

As in past years, the Council placed both Faculty Fellows and Student Interns with Field Institute. The 1984-85 Faculty Fellow is Professor Theodore Anagnoson (Los Angeles) while Tim Ranuio (Chico) was the Field Student Intern.

#### Issues & Concerns:

During the past year, Council members have become increasingly concerned regarding both the availability of adequate computing and instructional support resources, and the future role of Division of Information Systems in providing direct instructional support to campuses. In absolute terms, campus computing resources have grown significantly during recent years. This growth has been more than matched, however, by greater numbers of classes, faculty and students using these resources. Given the Council's purpose of serving as an advocate and technical resource in promoting this use, the Council has been both pleased and concerned.

#### Growth of The Resource & Its Utilization:

As faculty with a primary role in encouraging and supporting instruction in the social sciences, Council members have taken great pride in the increased number of courses teaching quantitative research methods and utilizing social science data sets as an integral part of the academic curriculum. These courses moved from esoteric domain of the few, into a widely accepted pedagogy available to students on all CSU campuses. Research methods courses, in most of the social science disciplines, have become required on many campuses as better trained faculty have been recruited, or as older faculty have retrained. This process has been enhanced and encouraged by both the increase in computer resources available for instructional application, and by a constantly increasing sophistication in our understanding of how to utilize and employ that resource effectively.

While precise utilization figures from each campus are difficult to compile, a review of central system access of these materials illustrates the increasingly widespread faculty and student use of social science instructional datasets. For example, use of the central system datatapes containing these instructional materials is perhaps the most conservative measure of utilization, since most data is mounted by instructors, or is set up for student use at the campus computer center. In spite of this, during the past five years, instructors and students have accessed these data almost eleven thousand times: an especially significant figure in view of the fact that one access may, at the campus level, translate into literally hundreds of student accesses.

In terms of number of datasets, CSU holdings have likewise increased; a fact of significance in monitoring utilization since datasets are typically ordered only when requested by individual faculty. Since 1975, the cumulative number of datasets available have grown from 39 to its current level of over 280. The Council, in future reports, will attempt to further monitor and

Table 1  
Cumulative CSU Holdings of  
Social Science Databases

Year:	1975	76	77	78	79	80	81	82	83	84	85
Number of Datasets:	39	43	57	81	95	101	151	178	212	246	280

document resource development and utilization, especially as it moves into areas such as the applications of micro-computers within the Social Sciences.

#### Concern Over Future Role of The Division of Information Systems

Recently, a number of questions have emerged regarding the effectiveness and necessity of continuing to support social science instruction through computing and support staff resources provided by the Chancellor's Office Division of Information Systems. These resources have taken two forms; the availability of a central computer (CYBER 730/760) and technical support by staff from the Instructional Support Group of the Division of Information Systems.

For several years, the Council has unanimously taken the position that access to a central computer, and the technical support by ISG of campus level instruction are extremely critical, and have been a major factor in our success in encouraging faculty to use and adapt social science datasets and programs in the classroom. The rationale for this position is extensive, but serves to illustrate some of the wider concerns of Council members.

Despite the considerable gains in instructional support and utilization described in an earlier section, there remains a tremendous variation in the ability or willingness of local computer centers to support social science instruction at the campus level. While the Directors of some local computer centers are extremely supportive, others fail to provide adequate user support for faculty and students. A very serious example of this is the failure to allow the use of ICPSR, Field Institute, and other social science data bases on local campus CYBER computers -- ostensibly because the use of these data bases (which can be quite large) and the necessary statistical programs would over-subscribe the local system's resources. Faculty and students wishing to utilize these data resources are therefore dependent upon SUDC and the central CYBER facility for instructional data processing.

In addition, while most local campus computer centers have at least one Instructional Computing Consultant familiar with the Statistical Package for the Social Science (SPSS), programming competence usually does not extend to being able to provide consultation in the proper use of programs and databases in specific analytical situations encountered in social science instruction and research. Limited local campus expertise has been effectively backed up by the staff of the Instructional Support Group, Division of Information Systems. Indeed, these are the first people that local Council representatives themselves call when they encounter difficult questions.

Other important programs and databases, such as data from the U.S. Bureau of the Census and CENSPAC (for the analysis of census data) may be used too infrequently at any one campus to justify local support. However, the cumulative use throughout the CSU justifies support. Census data are an invaluable resource to the instructional and research programs of the CSU.

Many social science datasets, such as ICPSR, Census, or data from other State of California agencies, are complex and specialized. Local campus computer centers, with priorities other than social science instruction, have not hired support staff with education, training and experience in social science research and teaching. This sort of background, in contrast to the more traditional computer science training, is necessary to be able to adequately support social science faculty, especially those who are only beginning to utilize quantitative data for the first time.

In view of these concerns, and in recognition of a complex set of institutional histories and administrative considerations, the Council believes that the following "principles" might be useful in guiding future development of campus-SUDC relations.

- The data archiving function of Instructional Support Group (ISG) and the Division of Information Systems (DIS) should remain a centrally supported function, independent from either the administrative support unit of the Division or from the control by any one campus.

- Local campus computer center directors should be encouraged to hire Instructional Computing Consultants with a background in social science research. ISG should be maintained as an independent central resource for data and technical support.
- The central instructional computing facility of the CSU should be maintained and upgraded. User access and support should be enhanced.
- ISG/DIS should remain, both organizationally and in terms of physical location, part of the CSU Chancellor's Office in Long Beach. It is important to maintain an advisory unit knowledgeable about instruction and research activity throughout the CSU close to the central policy-making center. Capital outlays for new offices and facilities should be centralized at the Long Beach site.
- ISG/DIS should expand its activities related to the procurement of data bases and instructional software. It should continue to act on behalf of the entire CSU and the material it acquires should be available for dissemination throughout the CSU.

#### Chair's Comments

As Chairman during 1984-85, I follow a long tradition in reiterating remarks of previous Chairs in thanking Council members for their support. As important as the accomplishments and concerns outlined in this report are, it is the individuals who serve on the Council who are essential to its success. Simply by bringing together a group of highly competent and professionally committed Social Science faculty from across a diverse 19-campus system, the Council serves an important role in the diffusion of innovation throughout the system.

The selflessness which which members have dedicated themselves to shared goals have, over the past thirteen years, produced remarkable achievements. It has also produced a spirit of cooperation and eagerness to share information and success which is rare in the CSU, and which makes the role of Chair personally rewarding. To my successor, Professor Larry Giventer of Stanislaus, goes the task of continuing Council leadership and support of the functions of instruction and research within the social sciences. His task, like mine, is made considerably easier by the competence and personal dedication of the Council members, and Chancellor's Office staff from both the Instructional Support Group of the Division of Information Systems, and the Educational Programs and Resources Unit. My thanks to all of them.

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1984-85 Social Science Research & Instructional Council

Bakersfield	Jim Ross, Department of Sociology
Chico	Jon Ebeling, Political Science
Dominguez Hills	Richard Palmer, Political Science
Fresno	Edward Nelson, Sociology
Fullerton	Philip Gianos, Political Science
Hayward	Dan Graves, Political Science
Humboldt	Bruce Haston, Political Science
Long Beach	Hal Hubbard, Sociology
Los Angeles	Ted Anagnoson, Political Science
Northridge	Gene Turner, Geography
Pomona	John Korey, Political Science
Sacramento	Carole Barnes, Sociology
San Bernardino	Elliott Barkan, History
San Diego	Paul Strand, Social Science Research Laboratory
San Francisco	Rich DeLeon, Political Science
San Jose	Charlene Leonard, History
San Luis Obispo	Dick Shaffer, Social Sciences
Sonoma	Donald Dixon, Political Science
Stanislaus	Lawrence Giventer, Politics & Public Administration
CSU-DIS	Penny Crane, Instructional Support Group
CSU-DIS	Jonah Mills, Instructional Support Group
CSU-DIS	Jeff Johnson, Instructional Support Group
CSU	Charles Wilmot, Analytical Studies