

SCHOOL OF SOCIOLOGY
ACADEMIC PROGRAM REVIEW: SELF-STUDY

Prepared by the Faculty and Staff of the School

University of Arizona

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ACADEMIC PROGRAM REVIEW: SELF-STUDY, 2017-18

SCHOOL OF SOCIOLOGY

UNIVERSITY OF ARIZONA

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This document draws heavily from the previous self-study completed by Professors Erin Leahey and Albert Bergesen in 2010-11. We use facts presented in that document and occasionally borrow passages where appropriate. We do not, however, cite closely that document, and we can provide the interested reader the earlier self-study upon request.

SECTION A
SELF STUDY SUMMARY

Administrative Home

A Department of Sociology was established in 1943, and the first Ph.D. in Sociology was awarded in 1972. In fall 2013 the Department became a School of Sociology. We did this to offer multiple degree programs in addition to our B.A. in Sociology and our Ph.D. in Sociology. In 2013 we also introduced a new undergraduate major in Care, Health, & Society (CHS) which has been very successful. The School is located within the College of Social and Behavioral Sciences, one of four colleges within the Colleges of Letters, Arts, and Sciences. The School occupies offices on the fourth floor of the Social Sciences Building on the UA Campus.

Faculty

As of fall, 2017 there were 18 faculty members on the Sociology printed budget: seven Full Professors including the Director (Albert Bergesen) and one Regents Professor (Ronald Breiger); five Associate Professors; and six Assistant Professors (including one which has a joint appointment in the School of Government and Public Policy).¹ This is larger than the average (15.9) over the seven year study period (see Table A.1). However, as we will document, we had fewer faculty than our ABOR peers. We have maintained our excellence despite this shortage of faculty-power, but we have reservations about our ability to be excellent if we do not increase our tenured and tenure eligible faculty even more.

One traditional avenue for growth is enrollments. However, our increased enrollments have been met with the hiring of lecturers and adjunct faculty. In fall, 2017 we employed two lecturers and three adjunct faculty and in spring, 2018 we employed two lecturers and five adjunct faculty. In 2010-11, we employed one adjunct/lecturer. These non-tenure eligible faculty teach in the CHS program and in the Sports and Society Degree program. The latter is part of the Bachelor of General Studies housed in the Colleges of Letters, Arts, and Sciences (but courses are offered in Sociology). The implications are that any future enrollment growth will not be rewarded with more tenured or tenure eligible faculty but rather more lecturers and adjunct faculty.

Table A.1 Number of Faculty in the Current APR Study Period

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tenure eligible/ Tenured Faculty	Numbers	17	16	16	16	15	15	16
Lecturer/Adjuncts	Numbers	1	1	1	5	8	5	9

¹ Faculty were considered in service if they were on the printed budget for any period during the academic year. This inflated our numbers somewhat, because in several cases faculty left or arrived in January. See Table C.1 for more details. Jennifer Carlson who began in fall, 2016 has only a .51 appointment in Sociology, the rest of her appointment is in the School of Government and Public Policy. Throughout this report she is counted as full time in Sociology. Thus all numbers in these tables are body counts, not FTEs which increases our counts somewhat.

Degrees and Students

The School of Sociology currently offers three degree programs: a B.A. in Sociology, a B.S. in Care, Health, & Society, and a Ph.D. in Sociology. The CHS degree is more applied in its emphasis, requires science as well as Sociology classes, and is aimed at students who are interested in working in the health care industry after graduation. We are currently proposing an online M.S. degree in CHS with other collegiate units which would commence in fall, 2019 if approved. In Table A.2 we see that in fall, 2017 the School had 551 undergraduate majors and 54 graduate students in the Ph.D. program.

Table A.2 Number of Majors and Undergraduate Student Credit Hours, Fall, 2010-2017

Majors by Degree	TERM*							
	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
# Undergraduate Sociology Majors	412	425	363	322	301	293	255	200
# Undergraduate CHS Majors	N/A	N/A	N/A	31	126	271	333	351
Ph.D. Sociology Majors	50	50	58	52	55	54	52	54
Total Majors	462	475	421	405	482	618	640	605
SCH Undergraduate Sociology and CHS Courses	6,008	7,734	8,033	6,882	7,570	6,821	7,211	7,210
SCH Ph.D. Sociology Courses	522	435	479	401	442	416	362	398
Total SCH	6,530	8,169	8,512	7,283	8,012	7,237	7,573	7,608

*Count at Fall Census Date

The number of undergraduate *Sociology* majors dropped by 51.5% during this APR period and the number of *CHS* majors increased by 1,032% from fall, 2013. The number of Ph.D. students fluctuated between 50 and 58, with no apparent trend. Changes in the number of student credit hours parallels the pattern for our majors. In sum, over the eight year period, the total number of majors increased by 31.8% and the number of SCH increased by 16.5%.

Table A.3 Number of Courses Taught Fully Online, 2010-2016

Courses	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Online CHS	0	0	0	0	4	7	14
Online SOC	25	77	65	53	57	60	64
Total CHS_SOC	132	128	135	110	134	122	143
Online as % of Total	18.9	60.2	48.1	48.2	45.5	54.9	54.5

Table A.3 shows another significant change during the APR period. The School has made a big commitment to teaching its courses online. In 2010-11 we taught about 19% of our courses online; but since then we taught between 45% and 60% of our courses online. These courses are taught either by graduate students, adjuncts, or lecturers.

Looking Ahead

The School, like the rest of the University, suffered during the Great Recession when state appropriations dried up. The state of Arizona reduced its funding of its universities to an extent far greater than other states. This affected the School in two ways. When faculty retired or took jobs elsewhere (to be described later), Sociology was unable to replace lines with equally prestigious faculty. All nine hires during the APR period were at the assistant professor level except for Professor Jennifer Earl who came to the School as a spousal hire and Terrence Hill who came as an untenured associate professor. The new fiscal environment also meant a switch to Responsibility Centered Management (RCM) which meant that funds were allocated based on unit costs and revenues. That is, student credit hours became all important because this dictated funding for colleges. This put pressure on Sociology to generate student credit hours for its dean. These changes at the University-level provided the context for the changes in staffing (increase in the number of non-tenure eligible faculty and greater reliance on assistant professors), curriculum (more online classes and a new degree in CHS), and organizational structure (becoming a School) we just described.

If we look at the numbers, we see that the School has done very, very well under such adverse conditions, but there have been other initiatives as well. Sociology has maintained its relatively small faculty and Ph.D. program and has increased its undergraduate majors and student credit hours. The number of undergraduate majors is now over 550 with the Care, Health, and Society major growing leaps and bounds. Furthermore, faculty in the School were leaders in establishing a new certificate in Computational Social Science for Ph.D.'s, but this is just the start. They plan on creating an interdisciplinary center for big data and thereby making SBS a national leader in this new area of social research. Given the School's growing strength in health outcomes research there is a natural link with big data techniques that we hope to build on with growing ties to the University's Arizona Center for Advanced Bio-Medical Innovation.

Also the UA is on the Mexican/USA border and we have a growing nationally recognized faculty whose work deals with important issues of immigration, border health, jobs and family relations. We also have plans to expand our work in poverty and resilience studies that we have already pioneered with the UA's first hands-on class studying poverty in Tucson. We also are working to be one of the nation's National Poverty Centers with a focus upon border poverty. Most recently, we hired new faculty interested in criminology and gun violence. Already we have had conferences, new courses, and considerable press coverage. This is going to make us a central place for research and policy recommendations in this hotly contested issue in American politics today.

This, we believe, is to the credit of the faculty and the School's administration during some very difficult times at the University of Arizona and in higher education more generally.

SECTION B

UNIT DESCRIPTION AND GOALS

Department/School Mission

The overriding mission of the School of Sociology is to undertake all of its activities with excellence and distinction. Specifically, the School's tri-part mission includes relevant scholarship of the highest quality, undergraduate teaching and doctoral training, and service to the community, university and profession. All of these goals are in line with the University's conception of itself as a student-centered research institution seeking to be one of the top public research universities in the nation.

Major Goals and Strategic Directions for the Next Five Years

We engaged in a three step process to prioritize our goals for the future. On August 30, 2017 the members of the self-study committee met to go over current trends in the School, College, and University and identify key problem areas and possible solutions. On October 16, 2017 the self-study committee met with the entire faculty to review the current state of affairs and possible directions. Informed by that discussion we surveyed the faculty soon afterwards on their priorities and suggestions for the future. The web-based survey was anonymous. Faculty have read this section and were given an opportunity to comment. There were no objections voiced to these goals and strategies.

1. Maintain Excellence in Scholarly Endeavors

As stated in our last self-study, excellence at UA is tied to excellent units and excellent units are maintained largely by the excellence of faculty. The faculty's commitment to excellence in spite of budget challenges is steadfast. Although the faculty were often disappointed with many decisions made at higher levels in the university, the faculty believe that initiatives undertaken by the School were positive, and we will build on these in the years ahead. We have struck a balance between generating new revenue – through grants, outreach efforts, and degree programs - and furthering the core research, teaching, and service missions of the unit.

Most importantly, our goal is to maintain scholarly excellence. We are pleased with faculty research and productivity. In Section D, we will see that compared to our 15 ABOR peer institutions U of AZ Sociology faculty are competitive in terms of the percent of faculty with books and articles and the number of federal grants and awards per faculty. We fell short on total productivity indicators, because we are much smaller than other programs. Furthermore, looking at Table E.2, we learn that our faculty averaged 18.5 refereed publications per year, brought in an average of \$847,300 in outside funding per year, and published 1.6 books/edited volumes per year. This compares very well to the previous APR study period where faculty had 18.0 refereed publications per year, an average of \$789,573 in outside funding,² and an average of 2.2 books/edited volumes per year.

² Note, grant amounts are in current dollars.

In the survey we administered to faculty asking about the School's greatest strengths and weaknesses, 100% of the faculty said that faculty research, 94.4% said that faculty collegiality, and 77.7% said that the intellectual climate were strengths (see Appendix A for full survey results). Furthermore, two-thirds said that faculty productivity will either improve or significantly improve over the next 5 years. However, we need to take measures to maintain our excellence

Our first goals are to reaffirm several policies and practices that have contributed to this faculty's scholarly productivity, e.g., state-of-the-art grants administration, buy-out policies for faculty receiving grants, and travel funds for meetings and conferences. We would also like to ensure the availability of office and computer facilities for research projects, advocate for lower ERE rates, provide more support for the School's brown-bag presentation series, and help faculty find external funding to support full-year sabbatical leaves.

2. Build partnerships on Campus, in the Profession, and in the Greater Community

Another area with which we are happy is the partnerships that we have forged within and outside the academy. A few detailed examples will illustrate this point, because quantitative indicators can misrepresent our work.

Many faculty have been very active on campus. For example, Professor Leahey coordinated the Arizona Methods Workshop in January, 2011 and we have had the Workshop every year since. In 2016 Professor Bergesen organized an international conference at UA open to faculty, students, and the larger Tucson community on "The Return of Geopolitics." Professor Bergesen has also been working closely with Dr. Marvin Slepian of the UA to explore the possibility of establishing a social science wing of the Arizona Center for Advanced Bio-Medical Innovation. Very recently, Professor Joseph Galaskiewicz has spearheaded efforts to create a certificate in Computational Social Science within the College of Social and Behavioral Sciences which has now been approved. Faculty have also been involved in collaborative inter-departmental research, e.g., Professor Breiger's project on national security with Professor Brint Milward in the SGPP which has brought in millions of research dollars to the university. In addition several of our faculty have courtesy appointments in or are affiliated with other units across campus, e.g., Professor Schwartzman with the Center for Latin American Studies, Professor Diaz with Mexican-American Studies, Professor Martinez with Mexican American Studies and the Center for Latin American Studies, Professor Roth with Gender and Women's Studies, Professors Hill and Abramson with the Arizona Center on Aging, and Professors Bergesen, Stryker, Breiger, Earl, and Galaskiewicz with the School of Government and Public Policy. Professor Bergesen is also affiliated with the McGuire Center for Entrepreneurship, Eller School of Management, Professor Stryker is affiliated with the Rogers College of Law, Professor Breiger with Statistics, Professor Abramson is affiliated with the Cancer Prevention and Control Group, and Professor Carlson is an Assistant Professor in the SGPP as well as Sociology.

A number of faculty have been active in the community. Professor Celestino Fernandez, who retired in 2015, was a University Distinguished Outreach Professor, an honorific title that recognizes faculty who have made outstanding contributions to the University of Arizona in the state of Arizona and the nation. Professor Brian Mayer's Poverty in Tucson Field Workshop

(SOC 397A) gets students out in the community, collecting data on Tucson's poor, and working with the Mayor's Office and also the city's fire department on ways to serve the poor better. Very recently, Professor James Shockey has rejoined the Sociology faculty. Professor Shockey was Dean of University of Arizona South and is currently a member of several community organizations.

At a national and international level, Professor Robin Stryker served as Research Director for the National Institute for Civil Discourse (2012-16). She also is on the National Research Council Roundtable on the Communication and Use of Social and Behavioral Science (2015-17). Professor Abramson is the Arizona PI site-lead and key co-investigator on a \$1.5 million grant to the *Patient Centered Outcomes Research Institute*, University of California, San Francisco. Professor Galaskiewicz has been collaborating with colleagues at the National Institute for Environmental Studies in Tsukuba, Japan on global environmental regimes continually since 2008. Finally, several of our faculty have been very visible and vocal in commenting on their research to media outlets. These include Professors Carlson, Earl, Abramson, Mayer, Schwartzman, and Kenworthy among others.

Our second goal is to support faculty who engage in local, national, and international partnering to further the research and service mission of the University of Arizona.

The CHS degree program is doing very well, but there are concerns about our undergraduate B.A. degree and our Ph.D. program. Faculty identified these problem areas in a faculty survey done in fall, 2017. When asked "In your opinion what are this School's greatest strengths and greatest areas in which we might improve? Please check as many as you wish." 83.3% of the faculty said that the undergraduate program in Sociology needed improvement, 44.4% said the graduate program needed improvement, and 44% said support for faculty research needed improvement. Although we will try to maintain and improve on our areas of strength, including especially those identified above, we will focus our current discussion now on weaknesses.

3. Build the Care, Health, & Society Program and Reinvigorate the Undergraduate Sociology Degree

The Undergraduate Care, Health, & Society Program

Hire tenure track faculty to teach in the program. The undergraduate CHS program has experienced rapid growth, and several new courses have been added to the curriculum to accommodate student demand. We are now considering expanding the program to include an online M.S. in CHS. As long as we run our CHS program using lecturers and adjuncts faculty and graduate students only, we are effectively running as a house of cards. Hiring tenure-track faculty will add quality, stability, and flexibility to the program. **Our third goal is to hire tenure-track faculty who are qualified to contribute multiple undergraduate and graduate courses to the CHS program.**

Study abroad. Opportunities for CHS student engagement are currently limited to our internship program. An annual study abroad program could complement our internship program. The basic

idea of the study abroad program would be to expose our students to issues related to health and health care in other countries. These experiences would extend the CHS curriculum and challenge our students in unique ways. **A fourth goal is to expand opportunities for experiential learning, e.g., developing a study abroad program focused on the comparative study of care, health, and society in other national contexts.**

Governance. There is currently no governance structure for the CHS program. Programmatic decisions are currently negotiated between the director of CHS and the director of the School of Sociology. One option is that the CHS program has its own committee made up of faculty who contribute to the CHS program. The CHS program has two undergraduate programs (in-person and online) and we are considering adding a graduate program. This committee could be a hybrid undergraduate/graduate committee. It would take on all of the applicable duties of the Sociology undergraduate and graduate committee. This committee would formalize a governance structure and facilitate growth and development in the CHS program. A second option is that we keep the current arrangement. There is disagreement about which direction to go. **A fifth goal is to explore how to improve the governance of the CHS program.**

The Undergraduate Sociology Degree.

There has been considerable thought given to the undergraduate Sociology degree and how to increase enrollments. We review several possible explanations for the decline and possible solutions.

Is Sociology in general experiencing a downturn in enrollments? From data provided by the National Center for Educational Statistics³, between 2010 and 2015, the number of Sociology undergraduate degrees awarded in the U.S. increased by 2.2% (31,627 to 32,331). There has been a greater percentage increase in Anthropology (7.2%), Economics (19.5%), Psychology (23.3%), and Public Administration and Social Services (47.7%) degrees, and a decrease in Geography (-1.1%), Political Science (-9.3%), and History (-19.4%) degrees. Thus some of the problem may be due to students wanting degrees that are more directly tied to future jobs, but Sociology as a major is holding its own.

Recently, we received data on undergraduate majors across the College from the dean's office, and between fall 2009 and fall 2016 many disciplinary-based units lost majors including Anthropology, Geography, History, Journalism, Philosophy as well as Sociology, while other programs have prospered, e.g., Communication, Political Science, Criminal Justice Studies, and Law. The latter three degrees are housed in the School of Government and Public Policy (SGPP). SGPP is the result of a merger in 2009 between the Political Science Department and the School of Public Administration and Policy (which had been in the Eller College of Management). In the wake of the merger political science restructured its degree, and SGPP created new criminal justice and law degrees (the latter with the Law School) which have proven to be very popular among undergraduates. Again it seems that students are more interested in job-related degrees.

³ <https://nces.ed.gov/ipeds/Home/UseTheData>

Is the increase in CHS majors the reason for the decline in Sociology majors? This is difficult to assess, and we are unsure. Many of the students who are in the CHS major are students who want to pursue careers in nursing and other health care professions. The B.S. in CHS requires several science courses that are not required for the Sociology major. However, that CHS is a more applied degree with a strong sociological flavor may have attracted students away from the Sociology major. Also student profiles are similar. This is an issue which we need to explore further.

Has the competition for students under RCM resulted in other units 'stealing' our students by offering look-alike courses? This is difficult to assess as well, but there is wide agreement in the School that the decline in Sociology majors has been due to the Bachelor of General Studies (BGS). The BGS major was implemented in fall 2011 and the BGS in Sports and Society was implemented in spring 2012. The Sociology program did recover some of the lost SCH by hiring a Lecturer, Dr. Derek Martin, and offering large sections of Sports and Society classes as part of the BGS degree. But the students who take Sociology courses in the Sports and Society Program are probably BGS, not Sociology majors. There is still a belief that BGS has hurt Sociology.

Has instituting fees reduced our majors? Beginning in fall, 2014 the School of Sociology, following other units on campus, was authorized to charge each of its majors a fee per semester. Currently majors pay \$600 a year (\$300 per semester) in their junior and senior years. However, this fee is applied to *both* Sociology and CHS majors, and units that charge even a higher fee (including SGPP), have seen their enrollments skyrocket during the last seven years. Students do get something in return for their fees: staff who can pay to oversee internships, an undergraduate adviser who is dedicated to Sociology and CHS majors, adjuncts who can teach more applied courses, textbook support, career workshops, and conferences.

What then can we do to address the decline in Sociology majors? When asked, the faculty gave 'High priority' to the following initiatives: offer more opportunities for 'student engagement', e.g., internships, research practicum, RAs, etc. (44.4%), build a School computer lab (44.4%), hire additional staff to further these initiatives (44.4%), and develop new courses to attract students (38.9%). One faculty member suggested that only our best instructors should teach lower division courses to attract majors.

More opportunities for 'student engagement'. One way to make the Sociology major more attractive is to require that majors undertake an intensive one semester student engagement activity. One option is that Sociology students take an internship. The CHS degree requires a one-semester internship (it is only an option for a Sociology major). Internships can lead to employment after graduation, so requiring that Sociology majors take an internship could enhance their employability. **Our sixth goal is to hire a new staff member who would oversee and expand the internship program.**

There are, however, many other ways to enhance 'student engagement.' Several faculty have employed undergraduates as research assistants to work on federally funded projects, e.g., through NSF's Undergraduate Research Opportunities Program. Some of these have led to co-authored papers presented at professional meetings. Honors students do an Honors senior project with faculty. In these settings, faculty and students work intensely with each other. Students can take classes where they serve as preceptors for undergraduate classes (SOC 391) or as research

assistants on faculty projects (SOC 394). There is a very active Sociology Club that meets regularly and sponsors student centered events. Perhaps most impressively, Professor Brian Mayer's Poverty in Tucson Field Workshop (SOC 397A) gets students out in the community, to collect data on Tucson's poor and to work with the Mayor's Office and now the city's fire department on ways to improve the quality of services to the poor.

In the coming years we will try and expand experiences like this, and will also recruit more donors and sponsors who would help fund undergraduates through new funding mechanisms (modeled after the Roger Yoshino Undergraduate Award and The Frederic A. and Margaret S. Conrad Scholarships), sponsor career days where people (particularly alumni) can describe what one can do with a Sociology degree, and explore the possibility of hosting a day-long conference where undergrads can present their work, listen to outside speakers who engage topics that are relevant to them, and debate the issues of the day with students from other disciplines. Sociology is a field that is as relevant as ever, and undergrads should know that sociologists are the ones who study these 'wicked' problems besetting society. **Our seventh goal is to expand our fund raising activities so that we can enhance opportunities for undergraduates.**

Build a School Computer Lab. The faculty thought that one way to make Sociology more relevant to today's undergraduates is to invest more in information resources. The Integrated Learning Resource Center on campus has proven that students have a rapacious appetite for computer facilities. While professional sociologists use computers and various software in their research every day, it is less central to the undergraduate curriculum. Units like the School of Information, Management Information Systems, and, of course, Computer Science have taken center stage on campus in teaching students how to use computers to address research questions, develop marketable software, and write applications that have both commercial and academic value.

Sociology majors need to know how to use computers to do state-of-the-art sociological research. We want to offer innovative courses and facilitate state-of-the-art research. Today that means not only how to 'scrape the web' and organize large amounts of data (so-called Big Data), but also how to analyze both quantitative and qualitative data so as to answer new and important research questions that are of interest to sociologists and to the broader communities. With a new School computer lab equipped with state-of-the-art programming capabilities we believe that we will enter into the twenty-first century and become relevant to many students who are familiar with this technology. **Our eighth goal is to secure funding to renovate space on the 4th floor of the Social Science Building for a computer lab for our undergraduate and graduate students.**

Expand online course offerings. Should we increase the number of online courses and have faculty teach substantive online classes? Currently none of the tenured or tenure eligible faculty teach substantive classes online. Pursuant to the policy of the School of Sociology's Director, online classes are taught by grad students or non-tenure eligible faculty. When we examined the enrollments for this year and last year, we found that enrollments in the online classes are maxed out or almost maxed out, while the in-person classes are grossly under-enrolled. We do not think that this is because in-person classes are more boring or faculty are not teaching these classes well (our course evaluations suggest otherwise). Rather it is just the undergraduate reality today. As a faculty, we do not believe that in-person classes are academic dinosaurs, only a small

minority of us think that universities should become virtual realities. But the discrepancies between classroom and online enrollments do raise serious questions about how students learn today and how we need to invest our resources to keep up our enrollments. **Our ninth goal is to experiment with new learning technologies both within the classroom and online taking advantage of various centers on campus concerned with undergraduate instruction.**

Develop new courses or a new major to attract students. Curriculum development is complicated, and there are many options. The faculty is still debating the course it should take. Here are some of the questions we need to address.

Should we enhance the Sociology major by offering concentrations within the discipline or should we develop and offer alternative majors? The first option would be to develop subfields that have a slightly more applied focus to them within the discipline. These might include “Inequality and Poverty,” “Race and Ethnic Relations,” “Evaluation Research,” or “Social Movements and Advocacy.” Of course, an effort would be needed to offer these courses regularly so that students can complete their concentrations. The second option would be to offer whole new majors. One option would be a major on Work and Organizations, another would be Social Problems and Social Justice. A third might be Deviance and Criminology. The core courses for these majors would be in Sociology, but, like the CHS degree, some required courses could be taken in other units. The difficulty with new majors is that other units on campus are likely to veto, if the new majors are perceived to threaten their own enrollments. Indeed, whereas numerous Sociology departments nation-wide offer undergraduate criminal justice programs that dwarf the student enrollment of their Sociology majors, at the University of Arizona it is the School of Government and Public Policy that offers the undergraduate criminal justice program. Of course, new concentrations and new degrees often require new faculty, new administrative costs of time, money, and personnel. **Our tenth goal is to pursue new undergraduate concentrations and majors that would be attractive to students across campus.**

4. Enhance the Quality of the Sociology Graduate Program

As we will show in Section I, we maintain an excellent graduate program, and we are very pleased with our students. However, the graduate program is not entirely without problems. Here we focus on current problems and how to solve them so as to enhance our program’s excellence and national reputation still further.

The most pressing problems are that last year and this year our placements have been disappointing and our Ph.D. program’s reputation, among those who fill out the surveys for U.S. News and World Report, has declined significantly from 2001 when we were ranked 11th to 2017 when we were tied with three other programs for 24th. The two problems may be related. As with the decline in undergraduate Sociology enrollments, it is difficult to know. Our discussion below focuses on the market, since our Ph.D. placements are probably affecting our reputation among peers and vice versa.

Has the number of good jobs for Ph.Ds. in Sociology declined? Data from the American Sociological Association seem to suggest that the answer is no and yes. Looking at data from

ASA's Jobs Bulletin, there were 202 assistant professor positions advertised in 2009, this increased to 351 in 2013, and then there was a dip to 325 in 2015 (the latest year available).⁴ Students on the market this year (2017-18) report more ads than last year, but this is only their impression. We will need to wait and see what the ASA says, but it does not seem that the market has collapsed.

Are students disadvantaged because of a lack of publications or conference presentations on their Vita? We do not think so. In Appendix B we list all of the scholarly output of our current and former students. In section D we analyze this in detail. Scholarly activity is formidable, although major publications in the very top journals are infrequent. Because we do not have comparable data on other programs it is difficult to say if even this level of productivity is enough.

Are we in a trough and our problems are not systemic? If we look at placements just three years ago (2014), one student got a tenure track assistant professorship in Sociology at the Ohio State University, and another got a tenure track assistant professorship in the Business School at the University of California, Irvine. Two years ago, a student got a tenure track assistant professorship in Sociology at the University of Houston, and she turned down numerous offers from public and private universities. Most importantly, almost always our students were placed. Although some do not get the first jobs they would like to get, others actively choose not to seek jobs in R1 institutions, instead seeking and successfully obtaining jobs in more teaching-oriented institutions and in institutional non-academic research. Thus our placement problems may be short-term. Also we do not have data on how well other R1 Sociology programs are placing their Ph.D.'s, and we need research on this.

Is the quality of graduate students who we are recruiting in decline? Looking at GRE scores of incoming cohorts, this does not seem to be the case. Looking over time and comparing to incoming SBS Ph.D. students, our students' verbal scores are almost unchanged and on par with other SBS students. The quantitative scores fluctuate, but they are higher than incoming SBS Ph.D. students. When looking at the scores of incoming cohorts in the previous APR period, our students' quantitative scores are lower but their verbal scores are higher. Thus quality does not seem to be a serious problem.

Time to completion may be an issue. Our students take a long time to complete their Ph.D. In the last APR we reported the median number of years to completion as 6. In the current APR period it was 7.3 years. There are three things that seem to be "hanging students up." First, students seem to have difficulty formulating a dissertation project. We have noticed in the last couple of years that students finish their written and oral comprehensive exams at the end of their third year (and on time). However, very few defend their prospectus by the end of their fourth year. Indeed, it often takes two years after comps for graduate students to finish the dissertation prospectus. And this is so in spite of the fact that several years ago, we instituted a new course, Sociology 696d, to be taken by advanced graduate students in the fall of their fourth year. This course provides a structured intellectual and task environment as an adjunct to the all-important

⁴ John W. Curtis and Michael Kisielewski. 2016. Trends in Academic Hiring Through 2015. Washington, DC: American Sociological Association.

mentorship of a dissertation adviser/Chair, which is meant to help graduate students move systematically toward a defensible dissertation proposal. Yet it does not seem to be working. Students cannot get their projects launched in a timely manner.

Second, students (and their advisers) are terribly anxious about publications. For those seeking R1 positions, they know they need more publications than they have now (and more visible publications) just to get the attention of a recruitment committee. This has been especially true in the last couple years as they are competing nationally not only with others who are completing Ph.D.s but with those who are a few years out but took post-doctoral positions or less prestigious assistant professorships than they had wanted and are now back on the market seeking R1 employment. Thus while working on a dissertation, our students are also trying to publish articles which adds time to degree.

Third, students are working at jobs that do not directly contribute to their dissertation. In Section I we show that RA and TA salaries have not kept up with inflation. Also our salaries do not match up to those of other institutions. This hurts our recruiting, but it also means that students have to work extra hours to help make ends meet. Luckily we fund almost all our post-comp Ph.D. students with teaching positions or research assistantships, however, \$16,250 or \$16,500 a year is not much to live on even in Tucson. Students thus find themselves looking for more employment, and this takes time away from working on the dissertation.

What do the faculty suggest that we do about this? In the survey we gave them, they set a number of priorities. The two highest priorities were getting students involved in faculty research and stressing grad student publications in highly visible, general sociological journals (both 72.2%). This was followed by stressing grad student publications in flagship specialty journals (66.7%). We also need to find ways to support students with fellowships and stipends and the University has to increase salaries to keep up with inflation and peer institutions.

Getting students involved in faculty research. We believe that the faculty have done a very good job at mentoring and spending hours and hours with students' dissertation projects, but there still is room for improvement. In particular, we have spotted the problem that students are venturing too far afield from faculty expertise in their dissertations. That is, many students do dissertations on topics in which the adviser is not an expert. While it is laudable that faculty have been committed to working with these students to help them do what they want to do, it has meant that some of our students do not have access to the latest thinking on their topics.

The current mis-match takes place for a number of reasons, e.g., when choosing schools students do not do their homework or attend the University for reasons other than academics, faculty decline to work with students because of personality issues or disinterest in their work, faculty leave or retire, deans pressure units to hire faculty who serve their interests rather than the School's or students' interests, etc. **As a result our eleventh goal is to monitor and advise students better on their dissertation topics and perhaps persuade them to align their dissertation interests with the expertise of the faculty.**

Stressing grad student publications in highly visible, general sociological journals and flagship specialty journals. There is little dispute in the discipline that having a sole-authored paper in the *American Sociological Review*, the *American Journal of Sociology*, or, to a lesser extent,

Social Forces or *Social Problems* will get the attention of recruitment committees at Research I universities. Publication in flagship specialty journals should also yield significant returns, e.g., *Demography*, *Social Psychology Quarterly*, *Law and Society Review*, *Journal of Health and Social Behavior*, *Sociological Methodology*, *Administrative Science Quarterly*, etc., or in the *Annual Review of Sociology*. An article from one's dissertation, or closely related to it, is best, but an article from an M.A. paper or thesis done at the UA or another institution is good as well. Clearly this is not easy, and the amount of time it takes to go through the review process takes its toll. 'Shooting for the stars' also means more time in graduate school.

What are the specific steps that one takes to prepare students for publishing in high-end journals? We already have taken some steps in that direction. For example, we take a very generalist approach in our required theory and methods/stats sequence to give students broad exposure to the field of Sociology. This School prides itself that our methods training – both in the required courses and more specialized courses, is top notch and state-of-the-art. A graduate certificate in Computational Social Science will open up courses across SBS to our students and this will definitely make some more competitive. However, we may need to expose our students to more contemporary theory. Students in recent years have had to learn this on their own, because our small faculty size has meant faculty with expertise and interest in contemporary theory have been needed even more urgently to teach other courses at both the graduate and undergraduate levels. **Our twelfth goal is to offer regularly a contemporary theory class to broaden students' general understanding of the field.** Indeed we are committed to offering this course in spring of 2019.

To prepare students to compete in flagship specialty journals we have students choose two of fourteen substantive areas for their written and oral comprehensive exam. One purpose of these exams is to give students in-depth exposure to an entire subfield within Sociology so as to enable them to speak better to a broader audience. **Our thirteenth goal is to encourage students to publish more with faculty to learn more about their subfield, to teach in their subfield, and to join appropriate sections of the American Sociological Association and participate in their events.**

Students need funding to do research and get feedback on papers. We have travel funds to encourage students to present at professional meetings. In 2016-17 and 2017-18 we provided \$500 for travel. There also are other places on campus for students to obtain travel funds for research and conferences, e.g., Graduate and Professional Student Council Travel Grants and the Social and Behavioral Sciences Research Institute research funds. We are always encouraging students to apply for grants and fellowships. Students who want to be competitive must have funding to purchase data, travel to research sites and conferences, and pay tuition for short courses, e.g., ICPSR summer program. Also students expressed a strong interest in summer stipends to enable them to do their M.A. and Ph.D. research. Unfortunately, as noted, graduate assistant stipends have taken a downward turn in purchasing power (again, see Figure I.2), and we cannot compete with stipends offered by other schools. Thus increasing graduate stipends would not only enable students to finish quicker, they would help us in our efforts to recruit top flight students to our program. **Our fourteenth goal is to provide not only more funding for travel, but short term research fellowships and summer stipends to enable students to**

complete research in a timely manner and present their research at conferences. We also will advocate for higher stipends for graduate students.

Finally, the situation in the Sociology job market seems to be undergoing significant changes. We anticipate a future with fewer tenure track jobs, more adjunct and lecturer positions, and more post-docs. Sociology Ph.D.'s may then be finding more jobs in non-academic settings.

One response to these changes is to appoint a placement officer from among the faculty. In a nutshell, the placement director would help graduating Ph.D.'s find jobs, inform students about opportunities both inside and outside academia, and involve faculty collectively to find employment for the students. For instance, they would reach out to our faculty over the summer to ask them to reach out to their networks about possible lines that might be advertised. They would collate that information, which importantly collectivizes the intelligence. They would also go online to monitor the search activities of our students' competitors. As the intelligence rolls in and is collated, they would try to talk to departments more to get a better sense of what the units are hoping for and then pass on the information to students and advisers. They then would work with faculty to see if they can use their networks with faculty in places with potential job openings to come to ASA sessions of our job candidates or otherwise try to broker meetings between our students and reps from places that may have jobs. This is all still pre-ASA! Once the meetings are over, they would continue to collectivize intelligence and then use the entire faculty, not just the student's committee, to reach out to institutions about each of our candidates. Faculty would also be used to help students find jobs in non-academic settings such as Brookings, the Urban Institute, the Census Bureau or Google. **Our fifteenth goal is to appoint a faculty member as placement coordinator to ensure that our graduating Ph.D. students are competitive with others in the market.**

5. Improve the Diversity of Faculty, Students, and Staff

The School of Sociology is committed to having a diverse faculty, student body, and staff. As a public institution and as a School of Sociology this is essential. In the section on our undergraduate student population (see Tables H.5.2 and H.5.3), we see that our students are a diverse group. Our undergrads are more likely to be female, Black, American Indian/Alaskan Native, Pacific Islander, and Hispanic/Latino than the university's student body as a whole. Although women are well represented among our graduate students, we have had very few Black, Hispanic/Latino, and American Indian/Alaskan Native graduate students. There is much more to be done here. Our faculty is the least diverse. Recently, we have hired one Latino and one Latina, and we are negotiating with a prospective Black female faculty member. But, again, there is more to be done. Finally, we have staff with a Latino background, and many are women. However, there are no Blacks, Asian-Americans, or American Indian/Alaskan Natives. **Our sixteenth goal is to recruit more graduate students, faculty and staff with diverse backgrounds and to maintain a welcoming and supportive environment for all those who are affiliated with the School.**

6. Hire a Senior Faculty Member

In another section of the faculty survey we asked, "What options do you think we should pursue in order to strengthen the Faculty and School?" The top three items were asking for a senior hire

with attention to their ability to get major grants and provide intellectual leadership (77.7%), upgrade Social Science 415 and 407 with state-of-the-art technology (66.6%), and more internal research fellowships (like the SBS Professorships) that come with teaching release time (61%).

Let us make the case for more hires and for senior hires in particular. As noted in Section D the Academic Analytics ‘radar’ diagram omits the number of faculty in the unit. Therefore we presented our own table listing the number of faculty in the Arizona program compared to other programs. These data are also from Academic Analytics. Compared to our 15 ABOR peers, we are the third smallest program in terms of faculty with 18 faculty. Probing their data file a bit more, we discovered that Northern Arizona University had 17 faculty in the Sociology and Social Work department.

At first glance, it may appear that there is no need for a senior hire; we can increase our numbers by hiring more assistants. But we disagree. First, many of our full professors are quite senior and we need to anticipate their retirements. The faculty seems to be evenly distributed across ranks. We have seven full professors, five associates, and six assistants; however, over half of the Full Professors are 68 years of age or older, and one of these is on phased retirement.

Second, hiring a prominent sociologist would increase our visibility and enhance our standing in the discipline. We noted earlier that in the period since the last APR, we have lost several highly visible senior faculty, and these losses would have immediately come to mind for those filling out the US News and World Report survey. Star power is important in attracting attention.

Third, more faculty and particularly senior hires would make the program attractive to outstanding graduate students. Students worry that with such a small faculty and many untenured faculty the people they would want to study with may be either too busy for them or will leave soon. We have seen what happens to students when faculty early in the APR period left, and often they become ‘orphans’. Also several students who turned down our offers in recent years said that they opted for places with larger faculty just to make sure they would have someone to study with.

Fourth, faculty noted that to build up sub-areas we need faculty who have similar interests and a “name” for people to rally around. In other words, senior hires would give the department intellectual leadership and subfield density that many now feel is lacking. This would also help to create prospective identities that would make the program more attractive to better prospective graduate students. Right now, we have the potential for synergy in several areas, e.g., migration, health, demography, qualitative methods, race/ethnicity, computational social science, social movements and law, etc., but many of the faculty are still junior.

Thus our final goal is to conduct an open search to recruit one or two senior faculty members over the next few years who would complement strengths of our faculty and programs of study.

Relationship of Goals to the University Strategic Plan and Mission

We believe that the goals we articulated further the mission and strategic plan of the University of Arizona. We will present the essential components of the University's mission and plan describe how our goals and strategic directions further these.

The U of AZ Mission

“To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, creative expression, and community and business partnerships.”

The U of AZ Strategic Pillars

Engaging. To graduate students prepared to lead productive lives and confidently pursue their passions, we provide cutting-edge teaching and real-world opportunities.

Innovating. To stimulate creative inquiry that will solve grand challenges, we team up across disciplines, attract new resources, and constantly think in new ways.

Partnering. To help Arizona thrive, we establish local and global entrepreneurial partnerships, launch new technology, and scale operations that enrich the quality of life.

Synergy. To achieve our ambitious goals, we align across disciplines, leverage efficiencies, and seek new resources, which frees us to think beyond traditional boundaries.

We would hope that it would be obvious how we are faithful to the mission of the University and further its vision and strategic plan. First, we are committed to improving the student experience. Our two biggest concerns are the undergraduate Sociology major and the success of our Ph.D. students. As the narrative has tried to make clear, we have already made major changes that have enhanced the student experience especially at the undergraduate level with the creation of a new degree program, Care, Health, & Society. Our goals for undergraduates include expanding and improving our internship program, raising funds to help support undergraduates financially, enhancing students' intellectual experience through extra-curricular activities, building a computer lab, enhancing our course offering and perhaps adding new majors, and learning how to teach more effectively using modern learning technologies. Our goals for graduate students are to improve graduate student scholarly productivity so that they can be more competitive on the job market. We are totally committed to enhancing the student experience and helping our students lead productive lives in the future.

Second, we are dedicated to stimulating innovative inquiry. As noted above, our faculty is highly engaged in cutting edge research in a variety of fields. Thus as a research community we plan to continue to be a highly productive unit.

Third, we are actively engaged in partnering with others on campus, in the Tucson community and the state, at the national level, and internationally. Our partnerships will take a variety of forms, from creating new curriculum and programs to working on research collaborations to helping address the needs of the poor in our community to helping to make our society more civil.

Finally, we see ourselves in sync with President Robbins' emphasis on being a leader in basic research, technological innovation, and interdisciplinary research; in other words, active players

in the Fourth Industrial Revolution. At the same time, “We must be a student-centered research University that impacts the student experience.”⁵ Many Sociology faculty have worked hard with their colleagues across the social sciences to develop a graduate certificate in Computational Social Science and eventually hope to start a Center on CSS. Much of the research published by faculty contributes to basic research in the social sciences and is highly innovative. Many faculty study health care outcomes, and some are doing research on the role that technology plays in aiding physicians and providing better care. Indeed, the new Care, Health, and Society major is preparing prospective health care providers and introducing them to both hard and soft health care technologies, and we are proposing a new computer lab that would teach state-of-the-art computing methods to our undergraduates. The School is well positioned to further the priorities of the new administration.

⁵ President Robbins' Installation Speech, Wednesday, November 29, 2017, President Robert C. Robbins (<https://president.arizona.edu/news/2017/11/president-robbins-installation-speech>)

SECTION C

UNIT HISTORY

The Context

In 2010-11, the year of the last APR, there were several important developments in the state and on campus. The Great Recession had taken its toll in the Sunbelt, and Arizona was one of the hardest hit areas in the country. The impact on the University was considerable, as the state led the nation, between 2008 and 2016, in cutting appropriations to state universities and increasing college tuition.⁶ As noted in the final report of the External Reviewers,

“in response to the fiscal crisis facing the state of Arizona, particularly over the last several years, the President and Provost of the University of Arizona encouraged administrators and faculty to consolidate to achieve efficiencies and to bring people together in new ways...In response to this mandate, there has been considerable consolidation in the University, notably via the creation of “schools” brought about the mergers of various departments and units as exemplified by the School of Anthropology and the School of Government and Public Policy.. With these changes, there is also an increasing emphasis on fund raising by units within the University, including at the department level. Further, the University of Arizona has instituted a new business model (RCM or responsibility-centered management) that distributes resources to those units that generate tuition dollars.”

The report then went on to fault the department for being slow to adopt to the changing environment.

It is thus understandable that the goals for the School at the conclusion of the previous APR reflected the context our strategic response. To quote from the 2010-11 APR,

“In this new funding environment, Sociology at Arizona can no longer rely solely upon its excellent reputation to grow and expand its faculty, staff, and research support. We must, and we will, participate in growing not only Sociology, but also our college (SBS) and the university out of its present financial difficulties. Over the next year we aim to formalize our proposal to become a School. Our college dean fully supports this effort, and we hope that the upper administration views the effort with enthusiasm and provides support for our new efforts.

⁶ According to the Center on Budget and Policy Priorities, in 2016 Arizona spent 55.6 percent less per college student than it did in 2008, adjusted for inflation. That's a larger percentage cut than any other state, equating to \$3,053 less annually per student. During the same period tuition at public universities rose 87.8 percent, or \$4,978 per student. Source: Michael Mitchell, Michael Leachman, and Kathleen Masterson. 2016. “Funding Down, Tuition Up: State Cuts to Higher Education Threaten Quality and Affordability at Public Colleges.” Center on Budget and Policy Priorities. Washington, DC (<https://www.cbpp.org/sites/default/files/atoms/files/5-19-16sfp.pdf>).

Our strategic goal is to combine a variety of diverse Sociology related research centers, outreach activities, and new degree programs, with the existing Sociology Department to create a new more productive and efficient School of Sociology and Social Research. ”

Over the past seven years the School followed through on all these promises and did much more. We were very entrepreneurial. First, we changed our governance structure, from being a department to a school. We did this for two reasons: being a school meant we could offer degrees that were not only disciplinary based but addressed problem or topics and it meant that it would be difficult for other units to ‘gobble us up.’ The latter was a fear because we were very small (15 faculty). Second, we expanded our degree offerings to include Care, Health, & Society which would attract students from outside our College. We also required fees from all majors and enhanced the undergraduate experience in line with University priorities. Third, we continued to invest in the Arizona Methods Workshop which brought in revenue for the School and faculty. Fourth, we encouraged faculty to get grants which not only contributed overhead to the university, college, and school, but which enabled faculty to hire grad students and buy out courses which opened up teaching positions for students.

More specifically, there were several recommendations that the External Review Committee made which we will now recount and then describe the steps that the School took to implement them.

1. We recommend that the Sociology Department be authorized to hire one or several assistant professors right away or some mix of regular faculty lines along with multi-year, non-tenure track lecturers.

The reason for this was clear. At the time of the site-visit in the spring, 2011 the Sociology department had only 15 faculty members due to the departures of Professors Kalev and Guetzkow in January, 2011. The committee noted that “its size is inadequate and dangerously small for a research university of Arizona’s size. The Department has suffered a net loss of 5 faculty members (4 gained, 9 lost) since the previous APR report in 2003.” They recommended that the size of the department should be 20 tenure track lines. They also discussed at length the perils of having a small faculty, e.g., increased teaching and administrative responsibilities, more teaching responsibility delegated to grad students, and advising students outside of their own expertise. The danger, of course, is that faculty will look for greener pastures where they are free to do their own research at higher salaries. As it turns out, that is exactly what happened.

In the years that followed, the department/school hired one full professor, one untenured associate (who was subsequently tenured), and seven assistant professors (one of whom is now an associate with tenure) (see Table C.1). Also Professor Shockey, an associate professor, rejoined the School in 2017. The School never got to 20 lines, because Professors Ragin, Molm, Grant, Kenworthy, Eliason, Fernandez, and Zavisca either retired, left for another university, passed away, or became a full-time administrator. However, we added several non-tenure eligible faculty to staff courses for the BGS Sports and Society program and our new major in CHS. Funding came from both the School’s budget and other programs on campus. Finally, the Director established Distinguished Visiting Professorships within the School of Sociology to compensate for the lack of full professors. At different times these professorships have included William J. Bielby (past president of the ASA and formerly of the University of California-Santa

Barbara and the University of Illinois-Chicago) and Harrison White (formerly of Columbia University), but these faculty have not worked closely with our students.

2. We recommend that the Department take immediate action on “short-term” institutional developments (e.g., Methods Workshop; Center for Social Network Analysis) and that it nurture long-term developments, programs, and possibility of School structure.

The committee was responding to the University’s emphasis on money-generating or entrepreneurial initiatives in light of the Great Recession, the drop in state appropriations, and the new Responsibility Centered Management system that was being implemented. They were also concerned that the department capitalize on its intellectual potential.

The School responded by continuing and growing the Arizona Methods Workshop (started in January, 2011), creating the Care, Health, & Society major in Sociology (2013), hiring a lecturer and creating courses for the Sports and Society major (2013), assuming a leadership role in the National Center for Civil Discourse (2012), supporting the Center for Social Network Analysis (which is housed in SGPP but is still in the planning stage), and becoming a School of Sociology (2013). We also attempted to get a third major in Markets and the New Economy (2016), but this effort was aborted. These were all initiatives identified by the External Review Committee as important to develop.

3. We recommend that the Department should undertake a systematic assessment of face-to-face versus online course offerings, student feedback, and the degree to which graduate student energies should be used in teaching versus research/professional development.

The Committee was reacting to the growing number of online courses that the department was offering. At that stage few members of the department had any experience with online teaching, and the Director decided that no regular faculty would teach online classes. At the time we had very few non-tenure tract eligible faculty, so the task fell to graduate students. They both loved the opportunity because they did not have to live in Tucson any more, but dreaded the new preps. Some courses were quite impressive; others were a patchwork of readings and assignments. Also the instructional software was not well developed placing added burdens on the students and teachers.

In the Self-Study Summary we documented how the percentage of online classes increased from 18.9% of our course offerings to 54.5% between 2010-11 and 2016-17. Almost all of these were taught by graduate students, however, once the CHS major took off many online CHS classes were taught by adjuncts. As it turns out, these classes are now ‘filling’ more than the in-person classes. However, the School has not alleviated the burden of teaching these classes from grad students, and there are only periodic assessments of the readings, requirements, assignments, and student feedback. We could have done more.

4. We recommend that additional development training and effort are needed include University guidance, extension of staff support for grants and formation of a Community Advisory Committee.

At this point in the department’s history the senior administrator who also acted as the business manager, Sherry Enderle, had just retired. There were two full-time staff members on board.

The faculty had become extremely dependent upon Ms. Enderle, because she essentially shepherded all grant proposals through the Byzantine bureaucracies of the University and various outside funders. She was extremely effective. Thus there was some anxiety in the unit about who would take her place. Also the department was under some pressure because its fund-raising efforts had not been as fruitful as the administration expected. Thus a Community Advisory Committee was seen as a way to build bridges between the department and movers-and-shakers in the community.

On both issues the School has made tremendous progress. Now there are four full-time staff members and a full-time undergraduate adviser. Staff include a Manager of Administration (who oversees operations), a Business Manager (who oversees payroll, accounts, and grants), one Program Coordinator, Senior (assists directors with the undergraduate and graduate programs) and one Administrative Associate (assists Coordinator of Recruitment, BB Coordinator, AZ Methods Coordinator, Business Manager, Office Manager and Program Coordinator, Sr. and serves as a receptionist for the Main Office). The Business Manager and the undergraduate adviser are not on Sociology's printed budget (they are on the College's budget), but currently their efforts are devoted exclusively to Sociology.

We have not created a Community Advisory Committee, but our contacts with the Tucson community have improved greatly. As noted in section B, Professor Brian Mayer's Poverty in Tucson Field Workshop (SOC 397A) gets students out in the community, collecting data on Tucson's poor, and working with the Mayor's Office and now the city's fire department on ways to serve the poor better. Professor Mayer has also made significant contacts with the city's nonprofit community. This course has been offered since 2014 (first by Lane Kenworthy and a year later by Brian Mayer) and has gotten considerable attention on campus and in the community.

Finally, we think it is important to quote from the External Committee's concluding statement, because this not only tells us how far we came from the brink of extinction, it also reminds us that most of our efforts were self-initiated with some, but limited, support from the University.

“In closing, we would like to re-emphasize our main concern: **the Department is at a crisis point.** If faculty attrition continues, the numbers could easily be reduced to a number where the Department cannot regain the highly ranked position they have held for at least the past 30 years. The APR committee strongly believes that this would be a tragedy for the University of Arizona as well as the discipline of Sociology. The cost to the University of maintaining and improving Sociology is quite low compared to the possible benefits of doing so. **We strongly urge the University administration to reinvest in this gem.**”

Table C.1 Faculty Appointments 2010-2017⁷

Faculty	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Abramson, Corey																
Bergesen, Albert	Full	X	X	X	X	X	Ass't	X	X	X	X	X	X	X	X	X
Breiger, Ronald	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Carlson, Jennifer																
Diaz, Christina																
Earl, Jennifer				Full												
Eliason, Scott	Assoc	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fernandez, Celestino	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fiel, Jeremy	Full	X	X	X	X	X	X	X	X	X	Ass't	X	X	X	X	X
Galaskiewicz, Joe	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grant, Don	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Guetzkow, Josh	Ass't															
Hill, Terrence																
Kalev, Alexandra	Ass't															
Kenworthy, Lane	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Leahey, Erin	Assoc	X	X	X	X	X	X	X	X	X	Full	X	X	X	X	X
Martinez, Daniel																
Mayer, Brian																
Molin, Linda	Full	X	X	X	X	X	Assoc	X	X	X	X	X	X	X	X	X
Ragin, Charles	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Roth, Louise	Assoc	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sallaz, Jeff	Assoc	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Schwartzman, Kathleen	Assoc	X	X	X	X	X	Full	X	X	X	X	X	X	X	X	X
Seguin, Charles																
Shockey, James																
Stryker, Robin	Full	X	X	X	X	X	X	X	X	X	X	X	X	X	Assoc	X
Zavisca, Jane	Ass't	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Totals	17		16	16	16	16	16	16	15	15	15	16	16	18		

⁷ These are the faculty on the school's printed budget in a given year. It does not include faculty who have their tenure home in Sociology but were employed in other units at various points in the APR period, e.g., Steve Cornell (Udall Center), Jim Shockey (SBS Dean's Office and UA South), and Jane Zavisca (SBS Dean's Office). Jennifer Carlson who began in fall, 2016 has only a .51 appointment in Sociology, the rest of her appointment in the School of Government and Public Policy, however, throughout this report she is counted as full time in Sociology.

SECTION D

OVERVIEW OF THE UNIT'S ACADEMIC QUALITY

Reputational and Outcome Indicators

The APR Manual requests that the unit provide evidence of how well the School of Sociology is judged by others. This could include Ph.D. quality rankings by the *US News and World Report* and major faculty and student honors and awards. The last time we did the self-study 2010 National Research Council rankings based upon the quality reputation (R) of the Ph.D. program our program was ranked #6 among Ph.D. programs at public institutions, and #12 among Ph.D. programs at private and public institutions combined (totaling over 100). Unfortunately, a serious comparable study of departmental reputation is not now available to us.

The US News and World Report Surveys. Table D.1 presents the results of the last four surveys conducted by the *US News and World Report* with respect to the quality of Sociology Ph.D. programs in the U.S.⁸ To give some idea of how valid these rankings are, we will describe in detail their methodology.

The magazine identifies and surveys the chair/head of the unit and the director of graduate studies (or, alternatively, a senior faculty member who teaches graduate students). In the most recent survey (in the fall of 2016) they sent them a questionnaire with the names of 118 Sociology programs in the U.S. and gave the following instructions.

1. Review the entire list of doctoral Sociology programs before rating individual programs.
2. Identify the doctoral Sociology program at each school **with which you are familiar**. Consider all factors that bear on or give evidence of the excellence of the school's doctoral Sociology program, for example, curriculum, record of scholarship, quality of faculty and graduates.
3. Rate schools on a scale: outstanding (5) strong (4) good (3) adequate (2) marginal (1) by marking the corresponding box. If you are not familiar with a school's program, please mark the box labeled "Don't Know."

Department chairs/heads and directors of graduate studies were also asked to nominate up to ten programs that excelled in seven specialty areas (Sociology of Culture, Social Stratification, Historical Sociology, Social Psychology, Economic Sociology, Sociology of Population, and Sex & Gender). They were given the following instructions.

1. Select up to 10 schools which you consider to have the highest quality course offerings or programs in each specialty area listed. You are NOT asked to rank your selections. Also, please rank the specialty only if your school offers that program or has courses in that area.

⁸ For the methodology behind the survey see, Methodology: Best Social Sciences and Humanities Schools Rankings: Find out how U.S. News ranks graduate programs in social sciences and the humanities. By Robert Morse, Alexis Krivian and Kenneth Hines | March 13, 2017, at 9:30 p.m.

2. If you yourself are not knowledgeable in a specialty area please consult with the person(s) on your faculty who are knowledgeable before completing this section. Your opinion should be based on views of the school's excellence, strength of faculty, and course offerings in that specialty area.
3. Enter the 5-digit school code from pages 1-4 in the blanks below to indicate up to 10 outstanding schools in each specialty category described. Use black ink to enter the identification numbers of the schools you have chosen.

Reminder: Identify up to 10 schools with the strongest programs in each specialty area using the identification numbers listed on previous pages.

Respondents then mailed their responses in an envelope to a survey research consulting firm. As noted in the report's description of the methodology, "Scores for each school were determined by computing a trimmed mean – eliminating the two highest and two lowest responses – of the ratings of all respondents who rated that school for the last two surveys; average scores were then sorted in descending order." The ranks for specialty areas were based on the number of nominations received. The response rate for the Sociology survey was 33%. The magazine has basically used the same methodology in all their surveys.

The results are a matter of concern. The Sociology program at the University of Arizona was tied at 11th in 2001, tied at 17th in 2005, tied at 20th in 2009, and tied at 24th for 2017. Among public universities, we were tied for 7th place in 2001, tied for 8th place in 2005, tied for 10th place in 2009, and tied for 13th place in 2017. We can, of course, criticize the methodology, the response rate (33%), the total lack of information that most evaluators have of programs, and the minute differences between this year's score of 3.7 (tied for 24th), the last score of 3.8 (tied for 20th), and the previous score of 3.8 (tied for 17th), but the drop in our rankings is clear.

Equally concerning is that the program in 2017 was not listed among the top programs in any of the seven specialty areas. In 2009 we were listed among the top Social Psychology programs, and that was because Linda Molm and Henry Walker were still here. As noted in Section C, all of these faculty have departed and, because the new faculty lines we have been allocated since the last APR have been sub-area targeted, we have not been able to replace faculty in social psychology.

We do not want to provide a detailed account for this drop in our rankings, because so many factors are involved. However, two issues stand out. First, the overall change in rank is due more to the investments both private and, more recently, public universities made in their Sociology programs than a decline in our perceived quality. There was a precipitous drop in reputation between 2001 and 2005, but there has not been much change in our perceived quality since then. The change in rank, then is due to privates, and later publics, investing more in Sociology and improving. This is shown in our decline, between 2009 and 2017, from 10th to 14th among publics.

Second, it is safe to say that the decline between 2001 and 2005 was mostly due to the departure of very prestigious faculty including Cal Morrill (2001), Dave Snow (2001), Lis Clemens (2002), Ted Gerber (2003), and Lynn Smith-Lovin (2004). By 2009 Miller McPherson (2006), Sarah Soule (2006) and Mark Chaves (2007) left Arizona. Henry Walker retired in June, 2010.

Between 2010 and 2017 Linda Molm, Charles Ragin, Lane Kenworthy, Don Grant, and Celestino Fernandez all left. Since 2001, there were only two full professors hired from the

Table D.1 U.S. News and World Report Rankings based on Reputational Quality of the Ph.D. Program, 2001, 2005, 2009, and 2016

Rank	2001	Rank	2005	Rank	2009	Rank	2016
1	UC–Berkeley (4.8)	1	U Wisconsin (4.9)	1	UC – Berkeley (4.8)	1	Harvard U (4.7)
1	U Wisconsin (4.8)	2	UC–Berkeley (4.8)	2	U Wisconsin (4.7)	1	Princeton U (4.7)
3	U Chicago (4.7)	3	U Michigan (4.7)	3	Princeton (4.6)	1	UC – Berkeley (4.7)
3	U Michigan (4.7)	4	U Chicago (4.6)	3	U Michigan (4.6)	1	U Michigan (4.7)
5	Stanford (4.6)	4	U North Carolina (4.6)	5	Harvard (4.5)	5	Stanford U (4.6)
5	U North Carolina (4.6)	6	Princeton U (4.5)	5	Stanford (4.5)	6	U North Carolina (4.5)
7	Harvard U (4.4)	6	Stanford (4.5)	5	U Chicago (4.5)	6	U of Wisconsin (4.5)
7	UC–Los Angeles (4.4)	8	Harvard U (4.4)	5	U North Carolina (4.5)	8	UC – Los Angeles (4.4)
9	Northwestern (4.2)	8	UC–Los Angeles (4.4)	9	Northwestern U (4.3)	8	U of Chicago (4.4)
9	Princeton U (4.2)	10	U Pennsylvania (4.2)	9	UC – Los Angeles (4.3)	10	Northwestern (4.3)
11	Indiana U (4.1)	11	Columbia U (4.1)	11	Columbia (4.2)	11	Columbia (4.2)
11	U Arizona (4.1)	11	Indiana U (4.1)	11	Indiana U (4.2)	11	New York U (4.2)
11	U Pennsylvania (4.1)	11	Northwestern U (4.1)	11	U Pennsylvania (4.2)	11	U Pennsylvania (4.2)
14	Columbia U (3.9)	14	Cornell U (3.9)	14	Duke U (4.0)	11	U Texas (4.2)
14	Cornell U (3.9)	14	Duke U (3.9)	14	New York U (4.0)	15	Duke U (4.1)
16	Duke U (3.8)	14	U Texas (3.9)	14	U Texas (4.0)	15	Indiana U (4.1)
16	U Texas (3.8)	17	Penn State (3.8)	17	Cornell (3.9)	17	Cornell (4.0)
16	U Washington (3.8)	17	U Arizona (3.8)	17	Ohio State U (3.9)	17	Ohio State U (4.0)
19	Johns Hopkins U (3.7)	17	U Washington (3.8)	17	U Washington (3.9)	17	Penn State (4.0)
19	Penn State U (3.7)	20	Ohio State (3.7)	20	Penn State U (3.8)	17	U Minnesota (4.0)
21	Ohio State U (3.6)	20	Yale U (3.7)	20	U Arizona (3.8)	17	U Washington (4.0)
22	New York U (3.5)	22	Johns Hopkins (3.6)	20	U Maryland (3.8)	22	Yale U (3.9)
22	U of Minnesota (3.5)	22	New York U (3.6)	20	U Minnesota (3.8)	23	UC – Irvine (3.8)
24	SUNY–Albany (3.4)	22	U Minnesota (3.6)	20	Yale U (3.8)	24	Brown U (3.7)
24	UC–Santa Barbara (3.4)	25	SUNY-Albany (3.5)	25	Brown (3.6)	24	U Arizona (3.7)
24	U Maryland (3.4)	25	U Maryland (3.5)	25	Johns Hopkins (3.6)	24	U Maryland (3.7)
24	Yale U (3.4)	25					

outside, Professor Stryker in 2008 and Professor Earl in 2012.⁹ The failure to replace senior faculty with full professors is not something new since the last APR. It has been going on for years and it continues to take its toll.

Faculty productivity. Another way to evaluate the School’s quality is to examine faculty productivity and visibility. Table D.2.1 summarizes the scholarly productivity of the Sociology faculty over the years.¹⁰ We see that the average productivity of faculty in the School is quite

⁹ Lane Kenworthy was hired as an Associate Professor and became Full Professor in 2007, three years after he was hired.

¹⁰ The data for this table came from an online survey where faculty coded and self-reported all their activities. We did a cursory check of faculty vitae, to ensure that they were following directions and made changes accordingly. For faculty who are no longer here we procured their Vita from the Web

high and very steady. To give context to the numbers, we compared statistics from the 2010-11 APR self-study to Table D.2.1 and D.2.2.¹¹ If we look at the number of publications per faculty per year between 2002 and 2010, it ranged from 1.9 to 3.3 and the average was 2.4 over the nine year period.¹² If we look at the same statistic between 2010 and 2017, the number of publications per faculty per year ranged from 1.5 to 2.9 with a mean of 2.3 over time. Comparing refereed publications between the two periods, between 2002 and 2010 faculty averaged 18.0 refereed articles per year; between 2010-17 faculty averaged 18.5 per year. Note, there is a jump in the number per year between 2014 and 2015 because of the addition of new journal oriented faculty. In the earlier period, the faculty as a whole were awarded \$789,573 per year, averaged over the nine years; in the later period faculty as a whole were awarded \$847,000 per year, averaged over seven years. Finally, the faculty during the earlier period earned 8.1 awards per year, while in the later period they won 7.1 awards per year. Thus even though the faculty was populated more by assistant professors in the latter period, the productivity did not decrease.

Faculty Participation in Professional Activities. Another indicator of faculty quality is their presence and involvement in the profession (see Table D.2.2). If we look at the number of conference presentations per faculty between 2002 and 2009, the average per year was 1.6; if we look at the period between 2010 and 2017, the average per year was 2.2. Another way to assess faculty's reputations is to examine the awards and fellowships they have received. The 2002-2009 faculty earned on average, 8.1 awards and 2.4 fellowships per year; the 2010-17 faculty earned on average, 6.4 awards and 2.0 fellowships per year. The 2002-2009 faculty had 41.6 invited presentations and held 2.6 leadership positions in professional associations per year, the 2010-17 faculty had 28.1 invited presentations but held 13.5 leadership positions in professional associations per year. Looking at faculty's leadership role in journals, we see that the 2002-2009 faculty averaged 4.8 journal editorships/associate editorships per year and in an average year they sat on 12.1 editorial boards. The numbers for the 2010-2017 faculty were 4.4 and 17.6 respectively. Thus again there are not many differences across periods with the current faculty being a bit more involved in the profession.

and/or went to the University archives to retrieve their activities reports for the years they were employed at Arizona. If faculty left at the end of the spring semester (in May), we counted their activities for that entire year. We did this because it was too difficult to tell when a publication or conference happened. This inflated our ratios slightly. If they left in January, we only counted the previous year's activities. We do not know the decision rules used in the previous APR self-study regarding faculty who left.

¹¹ The size of the faculty was somewhat smaller in the latter period. Between 2002 and 2010 the range was 15 to 18 with a mean of 16.5. Between 2010 and 2017 the range was 15 to 17 with a mean of 15.9.

¹² Under 'publications' we included monographs, synthetic books, monographs, textbooks, refereed journal articles, non-refereed articles, and book reviews. There were no text books published between 2010 and 2017. It is also noteworthy that between 2002 and 2010 faculty averaged 18 refereed journal articles per year; between 2010 and 2017 they averaged 18.5 with fewer faculty.

Table D.2.1 Scholarly Activity of Faculty

	2010	2011	2012	2013	2014	2015	2016	2017	Forth-coming	Average (2010-17)
Conference presentations (#)	31	25	31	35	36	40	46	38	4	35.25
# Of Conference Presentations per Faculty	1.82	1.56	1.94	2.18	2.4	2.67	2.88	2.11	0.22	2.2
Off-campus invited presentations colloquia/symposia (#) ¹³	21	25	29	31	33	28	36	22	5	28.13
Awards (#) ¹⁴	4	3	5	5	7	9	10	8	1	6.38
Fellowships or visiting professorships (#)	6	3	2	0	1	1	1	2	0	2
Sponsored projects expenditures (\$1,000s)	\$308.3	\$789.4	\$862.3	\$919.4	\$852.9	\$1,168.7	\$1,161.1	\$809.8 ¹⁵	NA	\$859.0
External grants awarded (\$1,000s)	-	\$681.4	\$345.4	\$2,359.4	\$1,101.2	\$495.7	\$780.6	\$167.6 ⁸	-	\$847.3 ¹⁶
External grants Awarded (#)	-	9	5	6	7	6	8	9 ⁸	-	7.1 ⁹
Book monographs or synthetic books	1	1	1	2	1	2	0	0	2	1
Edited books	0	0	2	0	1	1	0	1	6	0.625
Text books	0	0	0	0	0	0	0	0	0	0
Edited Special Issues of journal	0	0	3	0	1	2	0	0	1	0.75
Refereed articles ¹⁷	16	3	13	16	17	25	28	30	18	18.5
ASR, AJS, SP, SF articles ¹⁸	(2)	(1)	(4)	(0)	(0)	(1)	(2)	(2)	(1)	(1.50)
Articles in Flagship Specialty Journals ¹⁹	(5)	(2)	(3)	(7)	(3)	(6)	(12)	(4)	(9)	(5.25)

¹³ Not on the U of Arizona campus.

¹⁴ Awards for your scholarly work from professional associations, universities, or other credible bodies. Invited keynote addresses at major conferences should be among awards.

¹⁵ This number is not for the full 12 months of 2017.

¹⁶ This is averaged over seven years, 2011-2017.

¹⁷ Include only peer reviewed journal articles and use the year it was published not when it was accepted or posted DOI (unless it was an online publication).

¹⁸ Articles published in the American Sociological Review (ASR), the American Journal of Sociology (AJS), Social Problems (SP), or Social Forces (SF). These will also be counted under Refereed Articles.

¹⁹ Articles published in leading specialty journals will also be counted under Refereed Articles.

	0	3	3	2	2	1	2	4	3	2.13
Invited articles/essays in refereed journals	4	12	13	15	9	8	10	7	24	9.75
Book chapters ²⁰	4	12	5	8	8	3	7	2	9	6.13
Book reviews or review essays	25	31	40	43	39	42	47	44	63	38.88
Total Publications	1.47	1.93	2.5	2.68	2.6	2.8	2.94	2.44	3.5	2.34
# of Publications per Faculty	70.6%	75%	87.5%	93.6%	93.3%	86.6%	100%	83.3%	66.7%	86.23%
% Faculty Publishing	17	16	16	16	15	15	16	18	18	16.13
Total # of faculty (for calculations)										

Table D.2.2 Faculty Participation in Professional Activities

	2010	2011	2012	2013	2014	2015	2016	2017	Average (2010-2017)
Journal editorships, including associate or senior editor	4	4	3	2	4	4	7	7	4.4
Serving on editorial boards	13	12	14	17	20	19	22	24	17.6
Serving on panels for funding agencies	2	4	6	6	3	2	7	1	3.9
Leadership in professional associations ²¹	14	8	7	9	14	16	21	19	13.5
Total	33	28	30	34	41	41	57	51	39.4
No. of Faculty	17	16	16	16	15	15	16	18	16.13
No. of Activities per Faculty Member	1.94	1.75	1.88	2.13	2.73	2.73	3.56	2.8	2.44

²⁰ If you edited a book and authored chapters, include the number of chapters you authored or co-authored as well as chapters in others' books.

²¹ This could include being an officer or founder of a professional association, serving as chair of a section or important committee, or organizing sessions at professional meetings

Quality of the Incoming Graduate Cohorts. One way to assess the quality of the graduate program is to evaluate the selectivity of the graduate program and the GRE scores of Ph.D. incoming cohorts. Table D.3 shows that Sociology has consistently had a higher recommended admit rate (number of recommended admits/number of applicants) than SBS as a whole. However, the GRE scores for incoming cohorts for Sociology and other Ph.D. programs in the College of Social and Behavioral Sciences are either comparable or Sociology has better quality students.²² The most recent cohort is one of the most impressive in the College. Why the discrepancy between GRE scores which tend to be higher and admit rates which also tend to be higher? The students we are recruiting are being recruited by schools that are able to offer more money and more attractive packages. While this may be a familiar argument made by SBS units, the offers our prospective students receive are better than what we can offer (see Table I.7). We explore this in more detail in the graduate section of the report.

Grad Student Articles and Conference Presentations. Additional measures of graduate student quality are the number of graduate student articles and conference presentations. Tables D.4 and D.5 present these data. Because we do not have comparable data for other units or earlier years, we can only summarize what we have. There are considerable fluctuations over the years, but the highest productivity seems to have been in 2013, 2014, and 2015. In all seven years, however, students were very active. The student body published 18.85 articles per year (or .35 per student) and presented at 54.14 conferences per year (or 1.01 per student). We are particularly impressed by the number of sole authored refereed articles, book chapters, and paper presentations. It is also noteworthy that students published a great deal with faculty.

Ph.D. Placements. Finally, the quality of the unit can be measured by the placements of the Ph.D.'s. This will be explored in greater depth in Section I, because it is a complicated story and has as much to do with students' personal goals as with the quality of the program. Suffice it to say that we had some excellent placements in the springs of 2012 (Assistant Professor, Sociology, University of South Carolina; Assistant Professor, Sociology, University of California Riverside), 2013 (Assistant Professor, Sociology, George Washington University; Assistant Professor, Sociology/ Social Work/Criminal Justice, Idaho State University), 2014 (Assistant Professor, Sociology, Oklahoma State University), 2015 (Assistant Professor, Sociology, University of Texas at Arlington; Assistant Professor, Sociology, Ohio State University; Assistant Professor, Organizations and Management, University of California, Irvine), and 2016 (Assistant Professor, Sociology, University of Houston). Some students had to wait until their second appointments for an R1 or R2 job, e.g., Assistant Professorships at Penn State University (Sociology and Criminology), UCLA (in residence, School of Public Health), and Southern Methodist University (School of Education and Human Development), but they made it. We see our placements as very good, but we could place more of our students in R1 institutions, to be sure.

²² We acknowledge that there is variation in whether/how other nationally ranked units in SBS consider GRE scores in admissions.

Table D.3 GRE Scores for Incoming Cohorts of Sociology and SBS Graduate Students²³

Year	Sociology Ph.D. Students who Matriculate in Fall					SBS Ph.D. Students who Matriculate in Fall (excluding Sociology)				
	Quantitative Scores		Verbal Scores		Admit Rate	Quantitative Scores		Verbal Scores		Admit Rate
	Average Score	Average Percentile	Average Score	Average Percentile		Average Score	Average Percentile	Average Score	Average Percentile	
2010	706	59 th	611	85 th	17%	-	-	-	-	-
2011	651	43 rd	560	75 th	18%	-	-	-	-	18%
2012	156	63 rd	162	90 th	25%	-	-	-	-	17%
2013	155	59 th	161	88 th	38%	154	55 th	161	88 th	17%
2014	156	63 rd	160	85 th	43%	152	47 th	159	82 nd	17%
2015	154	55 th	159	82 nd	20%	152	47 th	160	85 th	17%
2016	151	43 rd	157	75 th	30%	152	47 th	158	80 th	18%
2017	159	73 rd	159	82 nd	29%	153	51 th	159	82 nd	24%

Table D.4 Graduate Student Publications, 2011-2017

	2011	2012	2013	2014	2015	2016	2017	2011-2017 Averages
Journal articles (UA faculty co-authored)	1	2	5	8	2	1	4	3.29
Journal articles (UA grad students co-authored)	1	0	0	1	0	1	1	0.57
Journal articles (non-UA Sociology co-authored)	3	1	6	6	3	5	1	3.57
Journal articles (sole authored)	2	11	7	8	12	2	9	7.29
Total journal articles	7	14	18	23	17	9	15	14.71
Book chapters (UA faculty co-authored)	1	3	5	0	1	2	2	2
Book chapters (UA grad students co-authored)	0	0	0	1	0	0	0	0.14
Book chapters (non-UA Sociology co-authored)	0	2	1	1	1	1	0	0.86
Book chapters (sole authored) ²⁴	1	1	0	1	0	3	2	1.14
Total book chapters	2	6	6	3	2	6	4	4.14
Total publications	9	20	24	26	19	15	19	18.85
No. of graduate students	50	58	52	55	54	52	54	53.57
Total publications per grad student	0.18	0.35	0.46	0.47	0.35	0.29	0.35	0.35

²³ Numbers on Sociology students from School files; numbers on SBS students from Tom Rhodes, The Graduate College.

²⁴ Encyclopedia entries are not counted as Book Chapters or anywhere in our calculations.

Table D.5 Graduate Student Conference Presentations, 2011-2017

	2011	2012	2013	2014	2015	2016	2017	2011-2017 Averages
Conference presentations (UA faculty co-presented)	7	8	9	14	13	13	14	11.14
Conference presentations (UA grad students co-presented)	3	4	4	3	4	5	4	3.86
Conference presentations (non-UA Sociology co-presented)	7	6	8	11	7	5	2	6.57
Conference presentations (sole presented)	22	39	25	32	43	34	33	32.57
Total conference presentations	39	57	46	60	67	57	53	54.14
No. of graduate students	50	58	52	55	54	52	54	53.57
Total conference presentations per grad student	0.78	0.98	0.88	1.09	1.24	1.1	0.98	1.01

Comparisons to Aspirational Peer Programs

The APR self-study committee polled the faculty in order to identify aspirational peers. We decided to use the fifteen universities that ABOR identified as the University's peers. The universities are listed in Figure D.2.²⁵ To make our comparisons we approached Tyson Silver in UAIR to obtain the data on our peers.

The radar chart is presented in Figure D.1.²⁶ Programs are positioned in the diagram based on their percentile position. Thus a unit at the 50% percentile on some measure would be positioned on the circumference of the circle. Programs within the circle are below the 50th

²⁵ There are 18 programs evaluated in Figure D.1, because some universities had two Sociology programs, e.g., Penn State had both a Department of Agricultural Economics, Sociology, and Education and a Sociology department; Wisconsin had a Department of Community and Environmental Sociology and a Sociology department. In D.2 we included only core Sociology programs in our comparison of faculty size, but these other units are included in the radar chart.

²⁶ The ratios and percentages are computed using only the faculty who had tenure in the unit in fall, 2015. For example, they tallied the number of articles written by these faculty between 2011 and 2015 and then divided this by the number of faculty in 2015 for a per capita publications score. This is currently being verified.

percentile and those above it are above the 50th percentile. The Arizona Sociology program scores very well on federal grants per faculty, % of faculty with refereed articles, % of faculty with books, and awards per faculty. We do poorly on federal grant dollars, total articles, number of faculty with articles, total awards, total faculty with awards, % of faculty with awards, total books, and citations. We also do very poorly on dollars per federal grants, but this is due to the unique way Academic Analytics collects data on grants.²⁷

We are proud of how productive our faculty are but we need to address why we come up short on some measures and particularly citations. If we look at the items where we do ‘very poorly’, these are all counts except for % of faculty with awards. If we look at Figure D.2, we see why. The item asked for total faculty in fall, 2015. As we can see, among our peers we have the third smallest number of faculty. Only the University of Illinois at Urbana-Champaign and the University of Iowa had smaller faculty. As noted earlier, we probed the Academic Analytics data base and found that there were 17 faculty in the Sociology and Social Work Department at Northern Arizona University in fall, 2016. There were 18 at the University of Arizona.

The situation is even worse when we consider that the faculty who are in the Academic Analytics data base are faculty with their tenure home in Sociology, not people who are on our printed budget. In fall, 2015 the actual number of faculty was 15. Two faculty that were counted had tenure in Sociology but were in other units and doing administrative work (Steve Cornell, Udall Center, and Jim Shockey, SBS and UASouth); the third individual is unknown. So the actual size of our faculty in fall, 2015 was 15. Clearly, the University of Arizona faculty has been and remains relatively small.²⁸

We next scrutinized citations. We are particularly concerned about cites per faculty, since the number of articles per faculty was comparable to our peers. We discovered that Academic Analytics only considered journal articles published between 2011 and 2015 and the citations to these articles during those years. This is done through DOI-to-DOI linkages. It does not include citations to previous works. One possibility is that our current faculty were publishing in less visible journals. In the next section we scrutinize publications and discover that from 2010 to 2017 there were three articles published by our faculty in *AJS* and three in *ASR*. However, one of the *AJS* articles was published in 2017 and one in 2010 which are outside the range; two others were published by Scott Eliason and Linda Molm who would not be counted among the faculty in 2015. Thus only the Sallaz *ASR* (2012) and Fiel *AJS* (2015) articles would have been counted. Also there were a good number of articles published in *Social Forces* and *Social Problems* and top flagship specialty journals by the 2015 faculty (see D.1), so we do not think that the faculty were unproductive. A better explanation is that the bulk of citations to senior

²⁷ The company gets its data directly from federal agencies not the universities. They code only the principal investigator’s institution and the PI. Faculty in Sociology were often co-PIs on federal grants, sub-contractors, or received grants from NSF programs which tend to be smaller. Thus there is a discrepancy between the statistics in Chart D.1 and numbers in Table D.1.1.

²⁸ We admit that the distortions in the ratios that we find in our department/school are shared by Sociology departments in other universities.

faculty were for works done prior to the study period, and these were not counted. Also junior faculty's lack of name recognition may also account for the relatively small number of citations.

Figure D.1 School of Sociology Performance Compared to Fifteen ABOR Peer Sociology Departments

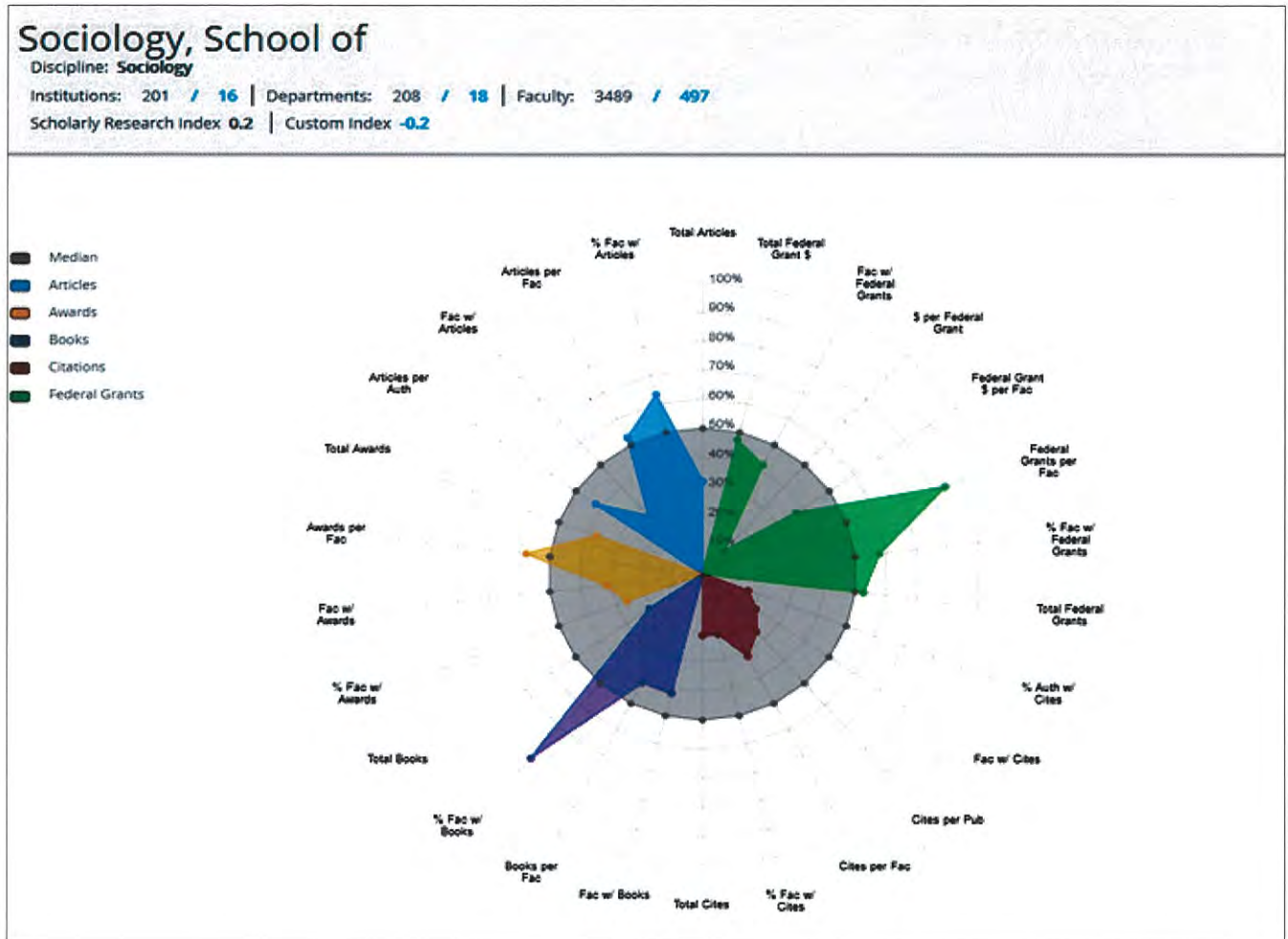
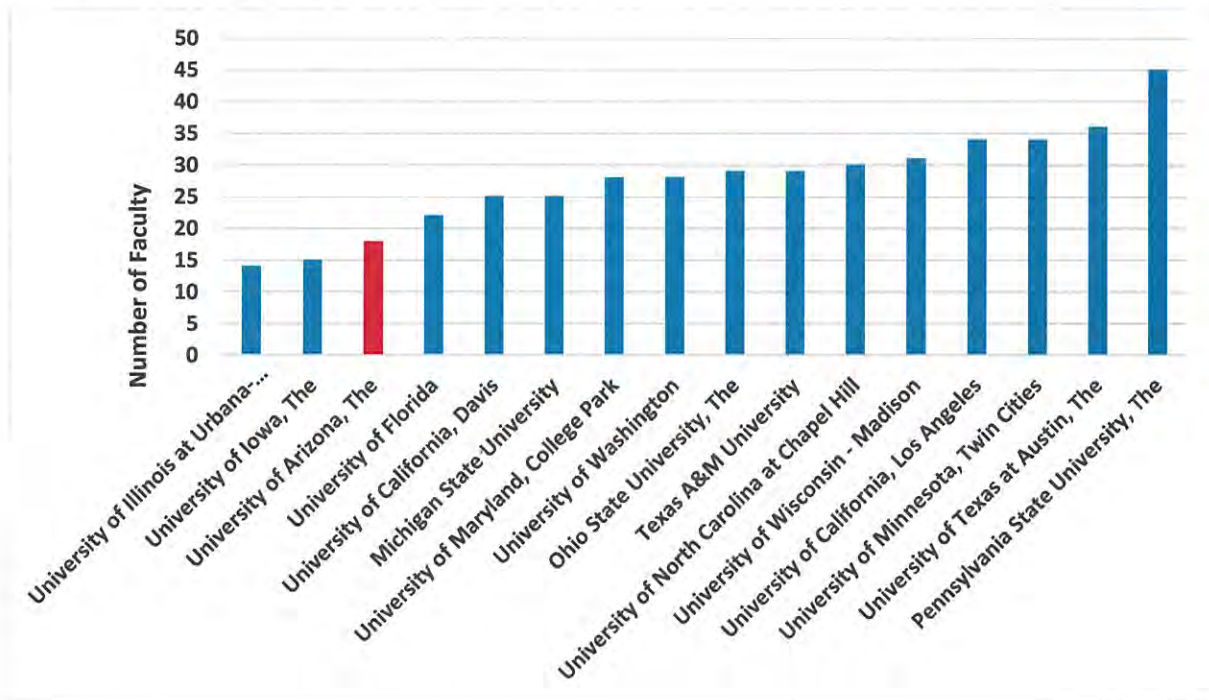


Figure D.2 Number of Faculty at Fifteen ABOR Peer Sociology Departments and the School of Sociology at Arizona, Fall, 2015



Conclusion

This chapter gives an overview of the School’s quality. We focused on the School’s overall rankings of its Graduate Program, the productivity of its faculty, the quality of its graduate students, and how it stacks up compared to the ABOR peers. There is a great deal more that needs to be considered, and in the chapters that follow we will focus in detail on the faculty, the graduate program, the undergraduate program, and the School as a whole. Only after we describe our situation in detail and outline what we believe we can do to make us even better should the External Committee and the Deans and Provost evaluate what we’ve accomplished and what we plan to do. However, this chapter does make us aware of several ‘successes’ and ‘challenges.’

Successes

First, it is clear that the faculty during the most recent APR period were very productive and active professionally. We first compared them to the faculty during the previous APR period and found that they performed comparably well on almost every criteria we had. Next, we compared the current faculty with the Sociology faculty at the ABOR peer institutions. We found that the total volume of output is not comparable to other places, but this is because we are so small. When we look at per faculty statistics, we are markedly better than our peers.

Second, our graduate students are very good and very productive. Compared to the incoming cohorts of Ph.D. students in the College of Social and Behavioral Sciences, Sociology’s cohorts have GRE scores that are comparable to the College cohorts and in some cases better. When we

examined the publications and conference presentations it was clear that the graduate students were very active and that the faculty were co-authoring extensively with graduate students.

Third, the quality of our Ph.D. placements has been very good, although our most recent job-seekers are having difficulties. We can point to several stellar first hires, e.g., University of South Carolina, Ohio State University, University of California Irvine, and University of California Riverside, and many impressive second hires, e.g., Penn State University, Southern Methodist, UCLA, and Ohio State University. But many students also initially took non-tenured positions.

Challenges

First, it is clear that the ranking of the Graduate Program has declined relative to other Sociology programs across the country. There has been no significant decline in our reputational score since 2005, but other universities have invested more in Sociology and their scores have improved. Until the last period we held our own against public universities, but now we see slippage there.

Second, our faculty continues to remain small. There has been virtually no change in the number of faculty over the last two APR periods. We averaged about 16 faculty members in both periods. When we compare ourselves to the fifteen ABOR peer Sociology programs, we are the third smallest in number of faculty. While the administration may pat itself on the back for maintaining our size, we are clearly lagging behind our peer institutions.

Third, since 2002 only two full professors were hired, and one was a spousal hire. The pattern has been to hire excellent assistant and associate professors and then promote. Since 2002 no assistant professor has been denied tenure, and several associates have become Full Professors. However, faculty at all ranks continue to leave the School for greener pastures, and we have a long track record of 'ripening' junior faculty only to have them 'plucked' by better endowed schools. Then we go back and hire another assistant. It is difficult to achieve excellence with this strategy.

Fourth, the faculty ranks low in total recent cites, cites per faculty, cites per publication, percent of faculty with cites, and percent of authors with cites. This is difficult to understand, and may have something to do with the demographics of the unit – older and very young faculty.

SECTION E

FACULTY

In this section we discuss various aspects of the faculty of the School of Sociology. A list of current faculty and the faculty's abbreviated CVs are in Appendix C.

Nature and Breadth of Faculty Scholarship

The pattern in the Arizona Sociology department/school has been laissez faire with respect to topical area. Our faculty conduct research and teach in the following substantive areas:

- Culture (Abramson, Bergesen, Breiger, Sallaz, Seguin)
- Organizations, Occupations, and Work (Galaskiewicz, Leahey, Roth, Sallaz, Stryker)
- Social Statistics and Methods (Breiger, Diaz, Fiel, Leahey, Shockey)
- Health (Abramson, Hill, Mayer, Roth)
- Race and Ethnicity (Carlson, Fiel, Martinez, Schwartzman)
- Law and Society (Carlson, Earl, Martinez, Stryker)
- Stratification (Abramson, Breiger, Fiel)
- Demography (Diaz, Fiel, Shockey)
- Family (Diaz, Roth, Shockey)
- Political (Schwartzman, Seguin, Stryker)
- Social Networks (Breiger, Galaskiewicz)
- Gender (Carlson, Roth)
- Migration (Diaz, Martinez)
- World Systems (Bergesen, Schwartzman)
- Social Movements (Earl, Mayer).

It is clearly a generalist department covering a wide range of specialties, but this has been our tradition and strength.

We have already reviewed behavioral measures of the faculty's quality in Section D (e.g., number of articles, books, etc.), and it is safe to conclude that while we excel in some respects compared to the ABOR peers (e.g., federal grants per faculty, % of faculty with book, awards per faculty, and % of faculty with articles), we are deficient in others (e.g., citations to our recent works). More importantly, from our perspective, there has been no change in performance between the 2002-2010 and 2011-2017 periods. Our faculty are as productive as they have ever been.

To make the numbers more real, we should describe briefly some of the faculty's specific accomplishments. For example, several of our current faculty published important books with prestigious presses during this period including Jenn Earl (MIT Press, 2011), Jeff Sallaz (Emerald Group Publishing, 2012 and Polity Press, 2013), Kathleen Schwartzman (Cornell University Press, 2013), Ron Breiger (Routledge, 2015), Jenny Carlson (Oxford University Press, 2015 and Sage, 2018), Corey Abramson (Harvard University Press, 2015), Robin Stryker (University of California Press, 2015), Dan Martinez (University of Arizona Press, 2018), and Al Bergesen (Lit Verlag, 2018). Furthermore, faculty have published thirteen articles in *AJS* (Eliason, Fiel, Stryker), *ASR* (Grant, Molm, Sallaz), *Social Forces* (Fiel, Leahey, Seguin), or

Social Problems (Sallaz, Carlson, Martinez, Roth). Also faculty published 42 articles (and 9 are forthcoming) in flagship specialty journals ranging from *Demography* to *Law and Society Review*, *Sociological Methodology*, *Ethnography*, *Administrative Science Quarterly*, *Journal of Health and Social Behavior*, *Gender and Society*, *Justice Quarterly*, and *Social Networks* among others. Faculty also published in the *Annual Review of Sociology*. We should also mention that Erin Leahey and Ron Breiger published articles in the *Proceedings of the National Academy of Science*.

Our department's standing and our faculty members' scholarship are also reflected in the plethora of grants, awards and fellowships awarded to our faculty. The total amount of external grant dollars received from 2011 to 2017 (thus far) is nearly \$6 million. Funding has come from the National Science Foundation, the Department of Defense, the Department of Homeland Security, the Department of Health and Human Services, the National Institution of Environmental Health, the Robert Wood Johnson Foundation, the John D. and Katherine T. MacArthur Foundation, the Patient Centered Outcomes Research Institute among many, many more. Eight current faculty have received grants from the National Science Foundation alone. Robin Stryker received a fellowship for the Center for Advanced Study in the Behavioral Sciences at Stanford University (2016-2017). Several members of our faculty are members of the honorary Sociological Research Association (Ronald Breiger, Al Bergesen, Joe Galaskiewicz, Jenn Earl, and Robin Stryker).

We have also been exceptionally successful in securing internal awards. Ron Breiger was awarded the University of Arizona Regents' Professor, the highest honor the University bestows upon faculty (2016). Joe Galaskiewicz was the co-winner of the 2016-17 Graduate College Teaching and Mentoring Award and a Research Professorship from the Social and Behavioral Sciences Research Institute (SBSRI) (2016). Louise Roth was also awarded an SBSRI Research Professorship in 2010-2011 and Jeff Sallaz won his in 2014. Erin Leahey was awarded an SBSRI Professorship (2011-12) as was Robin Stryker (2011-12). Stryker won the 2014 University of Arizona Graduate and Professional Teaching and Mentoring Award, the 2010-11 Earl H. Carroll Magellan Fellowship (College of Social and Behavioral Sciences), a 2013-14 Confluentcenter Award: Collaboration and Innovation Grant, and a 2012-14 Graduate Incentives in Growth Award. Brian Mayer won the College of Social and Behavioral Sciences Community Partnership Award (2016). Kathleen Schwartzman won the Honors College University of Arizona 2013 Award for Excellence in Thesis Advising.

The faculty have also won numerous awards off-campus. For example, for his book *The End Game: How Inequality Shapes Our Final Years*, Corey Abramson was the winner of the 2016 Outstanding Publication Award, American Sociological Association Section on Aging and the Life Course. Jenny Carlson won numerous awards for her articles from the Theory Division of the SSSP (2017), the Section on Race, Gender & Class (ASA) (2016), and the Division on Women and Crime (American Society of Criminology) (2015). Christina Diaz and Jeremy Fiel won the Reuben Hill Award from the National Council on Family Relations (2017) for their publication in *Demography*. Jeremy Fiel also won the Katherine DuPre Lumpkin Award for best dissertation in Sociology, University of Wisconsin-Madison (2016). Jennifer Earl won the William F. Ogburn Career Achievement Award, Communication, Information Technology and

Media Sociology Section of the ASA (2017). Joe Galaskiewicz won the 2014 Award for Distinguished Achievement and Leadership in Nonprofit and Voluntary Action Research by the Association for Research on Nonprofit Organizations and Voluntary Action. Jeff Sallaz won the Distinguished Article Award from the ASA Section on Labor and Labor Movements (2015) and a Fulbright Fellowship in 2010. Kathleen Schwartzman won the William M. LeoGrande Prize for the best book on U.S.-Latin American relations published in 2012-2013. This award was given by American University School of Public Affairs and Center for Latin American and Latino Studies (2014). Finally, Robin Stryker was awarded the 2016 Professeure Invitée, Sciences-Po, LIEPP (Paris, France), the 2014 Top Paper Award, National Communication Association, Section on Political Communication, and the 2011 Professeure Invitée à l'École des Hautes Études en Sciences Sociales (Paris, France). Stryker also won the 2017 Marquis Who's Who Lifetime Achievement Award.

Reflective of our faculty's appeal, our faculty are frequently invited to give research talks at other departments and universities nationally and internationally: the average number of invited presentations is over 28 per year since 2010. Our faculty have given talks at Stanford, Princeton, Berkeley, UCLA, the London School of Economics, Peking University, NYU, Sciences-Po, CSO, Sciences-Po-LIEPP, McGill University, University of Osaka, Wisconsin, Indiana, Harvard Business School, Michigan, University of Chicago, Texas, UC-Riverside, UC-Santa Barbara, UC-Irvine, Ohio State University, Cornell, National University of Ireland Maynooth, University of Pennsylvania, Yale, Cardiff Business School, University of Southern California, Duke, Università degli Studi (Milan), and other prominent universities during this period.

Current Grants

Table E.1 presents data on the current grants. We do not have information on pending grants, contracts, patents or license agreements. The table shows that there are sixteen active grants (as of December 6, 2017), eight different faculty overseeing grants, and eleven grants from NSF (of these two are REU grants and four are DDRIG grants). \$1,536,260 was budgeted to cover direct costs and \$588,319 was budgeted to cover indirect costs. Of course, these dollar figures are the amounts granted at the time of the award and cover multiple years in most cases.

Faculty Service and Leadership in the Profession and University

Table D.2.2 presented data on faculty service to the profession. Comparing the 2002-09 faculty to the 2010-17 faculty we found: "The 2002-2009 faculty held 2.6 leadership positions in professional associations per year, the 2010-17 faculty held 13.5 leadership positions in professional associations per year. Looking at faculty's leadership role in journals, we see that the 2002-2009 faculty averaged 4.8 journal editorships/associate editorships per year and in an average year they sat on 12.1 editorial boards. The numbers for the 2010-2017 faculty were 4.4 and 17.6 respectively. Thus again there are not many differences across periods with the current faculty being a bit more involved." Another indicator of faculty quality is their presence and involvement in the profession (see Table D.2.2). If we look at the number of conference presentations per faculty between 2002 and 2009, the average per year was 1.6; if we look at the period between 2010 and 2017, the average per year was 2.2. Another way to assess faculty's reputations is to examine the awards and fellowships they have received. The 2002-2009 faculty

earned on average, 8.1 awards and 2.4 fellowships per year; the 2010-17 faculty earned on average, 6.4 awards and 2.0 fellowships per year.

We cannot give examples of everyone's service work because of space limitations, but we can give some examples. In terms of professional service, our faculty members are heavily involved in committee work and leadership positions in the American Sociological Association (Abramson/Altruism, Morality & Social Solidarity and Inequality, Poverty, Mobility; Carlson/Crime, Law, Deviance and Sex and Gender; Earl/Collective Behavior and Social Movements (Chair) and Communications and Information Technologies; Fiel/Sociology of Education; Galaskiewicz/ Organizations, Occupations, Work; Leahey/Methodology and Science, Knowledge, Technology and Organizations, Occupations, Work; Martinez/Crime, Law, Deviance; Mayer/Environment and Technology; Roth/Organizations, Occupations, Work and Sex and Gender; Sallaz/Labor and Labor Movements and Economic Sociology and Organizations, Occupations, Work; Seguin/Mathematical Sociology; and Stryker/Human Rights). However, this does not come close to capturing all the faculty's organizing and service activities to the ASA and other professional associations and funding agencies, particularly NSF.

Turning to editorial board service, we find numerous examples of current activity. Louise Roth and Jeff Sallaz are on the editorial board of the *American Sociological Review*; Robin Stryker recently rotated off the *ASR* editorial board. Jeff Sallaz is also on the editorial boards of *Ethnography*, *Research in the Sociology of Work*, *Work and Occupations*, and *Work in Progress*. Ron Breiger is currently the Editor for Social and Political Science, *Network Science*. He also serves on the editorial boards of the *American Journal of Cultural Sociology*, *Poetics*, and *Socius*. Jenny Carlson serves on the editorial boards of *Gender and Society* and *Contexts*. Jenn Earl is currently on the editorial boards of *Mobilization*, *Social Science Computer Review*, and *Studies in Media and Communication*. Jeremy Fiel is on the *Sociology of Education* editorial board. Terrence Hill is deputy editor for *Sociological Perspectives* and associate editor for *Journal of Health and Social Behavior*, *Society and Mental Health*, *Journal of Aging and Health*, and *Sleep Health*. Erin Leahey is consulting editor for *Sociological Science* and just stepped down from the editorial board of *Sociological Methodology*. Dan Martinez is on the editorial board of the *Journal on Migration and Human Security*. Kathleen Schwartzman is on the editorial board of *Race, Class and Corporate Power*. And, Charles Seguin is an editorial board member of *Historical Methods*. Of course, this does not cover the innumerable articles that the faculty have refereed over the years or the editorial board service they performed during the past seven years.

Table E.1 Current Grants, School of Sociology, December, 2017

Title	Account	Faculty	Source	Total amount (Direct)	Total amount (Indirect)	Start/End
Police Professionalism and Changes in Police Protocols	3010290	Jennifer Earl	NSF	\$ 190,869	\$ 78,906	07/01/14 – 08/31/18
REU: Police Professionalism and Changes in Police Protocols	3010291	Jennifer Earl	NSF	\$ 10,000	\$ 0	07/01/14 – 08/31/18
DDR: Testing the Intrinsic Benefit Model of Cultural Signaling	3010810	Joe Galaskiewicz	NSF	\$ 2,221	\$ 1,144	08/01/14 - 12/31/17
Collaborative Research: University Commitment to Interdisciplinary Research: Scope, Causes, and Consequences	3013790	Erin Leahey	NSF	\$ 187,140	\$ 83,551	06/01/15 - 05/31/18
DDR: Research Obstacles and Problem Solving in Scientific R&D Teams	3018070	Erin Leahey	NSF	\$ 19,211	\$ 10,210	03/15/16 - 12/31/17
The Spatial Mobility of Communities'	3018620	Joe Galaskiewicz	NSF	\$ 36,739	\$ 13,260	05/01/16 - 04/30/18
Organizational Resources REU: The Spatial Mobility of Communities'	3018621	Joe Galaskiewicz	NSF	\$ 9,519	\$ 0	05/01/16 - 04/30/18
Organizational Resources Innovations in Social Science Learning: The Poverty in Tucson Field Workshop	3020540	Brian Mayer	NSF	\$ 166,460	\$ 82,422	09/01/16 - 08/31/18
DDR: Paying for College in the Age of Uncertainty	3023010	Jane Zavisca ²⁹	NSF	\$ 9,502	\$ 2,471	05/01/17 - 04/30/18
DDR: Punishment and Work in the US State Prison System	3023030	Jeff Sallaz	NSF	\$ 7,732	\$ 4,136	05/01/17 - 04/30/18
Science Policy Research Report: Infrastructure for Interdisciplinarity	3023210	Erin Leahey	NSF	\$ 31,019	\$ 13,553	05/15/17 - 04/30/18
Homeownership and Societal Stability: Testing Causal Effects in Central Eurasia	4006090	Jane Zavisca	U of WI, Madison	\$ 538,061	\$ 244,725	08/01/13 - 11/30/17

²⁹ Jane Zavisca has her tenure home in Sociology, but she is paid full-time as Associate Dean of the Social and Behavioral Sciences. These grants are administered through the Sociology business office.

Using Arrays of Ethnographic Data to Advance Patient Centered Outcomes Research	4220830	Corey Abramson	U of CA, San Francisco	\$ 146,924	\$ 51,601	07/01/15 - 06/30/17
Health Policy Research for Scholars	4225980	Jane Zavisca	R.W. Johnson Foundation	\$ 120,000	\$ 0	09/01/16 - 08/31/21
Inequality in the Educational Returns to Skills: Tests and Explanations	4229050	Jeremy Fiel	Spencer Foundation	\$ 45,262	\$ 0	01/01/17 - 12/31/17
Youth Activism Project	4231660	Jennifer Earl	U of CA, Riverside	\$ 15,601 ³⁰	\$ 2,340	07/01/16 - 06/30/18

Table E.2 also shows that the faculty also heavily involved in University service. Again for the sake of brevity, we summarize just some of their service activities on campus. Our director, Al Bergesen has not only been involved in instituting the new Bachelor of General Studies in Sports and Society, but he also serves as the Associate Director of Human and Social Affairs in the Arizona Center for Advanced Bio-medical Innovation and has worked closely with the Medical School's Dr. Marvin Slepian on new social science initiatives. He also organized an international conference at the University titled "The Return of Geopolitics." This conference was supported by the world Society Foundation (Zurich) and the International Studies Association. Ron Breiger served on the 5th-Year Review Committee for the Dean of the College of Social & Behavioral Sciences, 2015-16 and on the SBS College Promotion and Tenure Committee, a position that Erin Leahey now occupies. Erin Leahey was also a member of the University's Institutional Review Committee (2013-15), and, more importantly the SBS Promotion and Tenure Committee (2016-present). Jenn Earl served as a member of the SBS Tech Advisory Council from 2012 to 2017. She also was a member and chair of the SBS Faculty Advisory Committee (2014-2017). Joe Galaskiewicz along with Professors Earl, Breiger, Seguin, Abramson, and Leahey has spearheaded an effort to institutionalize a new certificate in computational social science that will be a collaborative effort with other SBS units. Brian Mayer is Faculty Chair, University's Office of Student Engagement. Brian has also served on several search committees for the SBS dean. Louise Roth has acted as a Faculty Fellow at one of the residence halls since 2015, meeting and consulting with undergrads there.

Our faculty have also been very active on the local and national scene (see Table E.2). Almost all of the faculty have been interviewed by the local and/or national press about their research. For example, recently Jenny Carlson was featured on NPR's 1-A morning talk show in the wake

³⁰ This value represents the final payment from a larger sub-contract supporting the Youth Activism Project, part of the larger Youth and Participatory Politics Research Network funded by the John D. and Catherine T. MacArthur Foundation. The entire sub-contract, which included multiple accounts and supplements, totaled \$426,309 (\$370,703 of direct costs and \$55,606 in indirect costs) but only a portion of that is reflected in the current accounting totals because only one of the accounts was active in this fiscal year.

of the gun violence in Las Vegas this fall. Another example is Corey Abramson’s research on inequality in later life, which was the subject of feature articles in both *The New York Times* and *The Atlantic*. Numerous faculty have written op ed pieces for newspapers, and faculty also frequently blog.

Robin Stryker has been a very active ‘public sociologist.’ She was the Research Director for the National Institute for Civil Discourse (2012-16) which was started just after the shooting of former Representative Gabrielle Giffords. Stryker has also served on the National Academy of Sciences/National Research Council Roundtable on the Communication and Use of Social and Behavioral Science (2015-17), served on the Advisory Board of ZERP Tenancy Law Project, a European-Union wide research project on tenancy law and housing), and organized two NSF supported conferences/workshops around human rights. Professor Breiger has several affiliations outside the University: Research Affiliate, National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Center of Excellence of the U.S. Department of Homeland Security based at the University of Maryland, external Faculty Member, Organizational Science, AILUN, Sardinia, Italy (2006-2010), and National Affiliate, Stanford University Center for the Study of Poverty and Inequality. Corey Abramson is a Research Affiliate at the University of San Francisco, Medical Cultures Lab and at the University of California Berkeley, Center for Ethnographic Research.³¹

An important local outreach effort has been Brian Mayer’s undergraduate class, Poverty in Tucson, in which Mayer partners with city officials each year to collect data on some aspect of poverty in Tucson. The students then summarize their findings and present these to the Mayor, other city officials, and local nonprofits. Brian has won considerable good will for the College and School because of these efforts. In a somewhat different vein Louise Roth has organized ‘fun runs’ on campus to support Child Life Team at Diamond Children’s Center of Banner University Medical Center and Helping Hands for Childhood Leukemia. Jim Shockey is heavily involved in the community serving on boards and committees. He a board member of the Tucson Hispanic Chamber of Commerce (THCC) (2016-Present), a member of the Arizona Technology Council (2016-Present), a participant in the Phoenix Chamber Foundation, Cyber Initiative (2016-Present), a board member of the National Association of Branch Campus Administrators (2016-Present), and a member of the Latino Education Committee (2015-Present) and the Hispanic Health Committee (2017-Present) of the THCC.

Table E.2 Faculty Participation in Service to the University, Profession, and Community

	2010	2011	2012	2013	2014	2015	2016	2017	Average (2010-2017)
No. of SBS committee assignments (chair or member)	7	10	10	6	4	7	11	11	8.25

³¹ The affiliations of Professors Ragin and Kenworthy, which were extensive, are not listed even though they were here during much of the review period.

No. of University committee assignments (chair or member)	1	1	3	4	4	7	7	3	3.75
No. of lectures, talks, presentations on campus	12	11	9	12	9	10	20	11	11.75
No. of other committee assignments on campus, e.g., in another department/school/ college (chair or member)	0	1	4	3	1	2	4	3	2.25
No. of lectures, talks, presentations in non-academic settings	2	3	2	2	6	10	12	11	6
Leadership positions in local, state, national, or international non-academic organizations	0	0	1	1	3	4	4	11	3
Total	22	26	29	28	27	40	58	50	35.00
No. of Faculty	17	16	16	16	15	15	16	18	16.1
No. of Activities per Faculty Member	1.29	1.63	1.81	1.75	1.80	2.67	3.63	2.78	2.17

Teaching.

The typical teaching load for faculty is 2-2, and most faculty members teach one graduate course or more per year. However, if we divide the number of courses taught by faculty each year by the number of faculty, the yearly ratio ranged from 2.1 to 2.5 with a mean across the years of 2.3 courses per year. This is because faculty are on sabbatical, get release time because of administrative duties,³² retention offers, leaves for childcare, and course buy-outs.

Required courses for graduate students (two statistics courses, one research design course, and one theory course) are taught every year, and most substantive seminars are taught every other year. The quality of our faculty teaching is very good, particularly at the graduate level (see Table E.3. Here we present our analysis of the University of Arizona's Teacher Course Evaluation (TCE) data, all available online (<http://aer.arizona.edu/>). Of the graduate courses taught between 2011 and 2017, the average mean effectiveness score for Sociology was 4.49 as opposed to 4.38 for the College. For the undergraduate courses in the same period, the average mean effectiveness score for Sociology was 4.19 which is comparable to the 4.21 for the College over the same period. Scores for "amount learned" and "overall rating" are also comparable. It is important to remember that a large number of our undergraduate offerings are taught by graduate students, lecturers, or adjuncts. While 100% of our graduate courses are taught by tenured or tenure eligible faculty, we estimate that over 70% of the undergraduate curriculum over the past seven years has been taught by graduate students, lecturers, or adjuncts. Still it is safe to say that the ratings of the Sociology courses were comparable or better than were ratings for the rest of SBS.

³² The Director is released from teaching two courses; the Director of Graduate Studies, Director of Undergraduate Studies, the Director of the Care, Health, and Society program, and the Coordinator of the APR self-study are released from one course.

Table E.3 Summary of Teaching Evaluations for Graduate and Undergraduate Courses, 2011-2017 Pooled

Sociology Question Category	Graduate					Undergraduate				
	Total Enrolled	Repondents	Response Percent	Mean	Std. Dev	Total Enrolled	Repondents	Response Percent	Mean	Std. Dev
Amount learned	1,298	1,183	91.14%	4.07	0.92	42,889	25,038	58.38%	3.78	0.99
Overall rating of teaching effectiveness	1,298	1,186	91.37%	4.49	0.72	42,889	25,109	58.54%	4.19	0.96
Overall rating of the course	1,298	1,186	91.37%	4.13	0.90	42,889	25,100	58.52%	3.87	1.03

SBS Question Category	Graduate					Undergraduate				
	Total Enrolled	Respondents	Response Percent	Mean	Std. Dev	Total Enrolled	Respondents	Response Percent	Mean	Std. Dev
Amount learned	22,438	15,916	70.93%	3.96	0.98	597,789	365,142	61.08%	3.79	1.00
Overall rating of teaching effectiveness	22,438	16,547	73.75%	4.38	0.86	597,815	392,514	65.66%	4.21	0.95
Overall rating of the course	22,438	15,950	71.08%	4.02	1.00	597,789	366,242	61.27%	3.87	1.03

Faculty Recruitment: Past and Future.

Reflecting our faculty quality, we have consistently been raided by other universities. Since 2010-11 we lost faculty to UC Irvine, UC San Diego, University of Colorado, Tel Aviv University and Jerusalem University. Again, to repeat an earlier point, we have replenished our ranks with untenured faculty for the most part as seniors retired or moved. The only exception is the hiring of Full Professor Jenn Earl in 2011-12. No other tenured faculty were hired, although two, Hill and Mayer, were given tenure soon after they arrived. For a full listing of faculty gains and losses since 2010-11, see Table E.4. Very recent hires and Shockey’s return have helped to replenish our ranks.

Table E.4 Faculty Gains, Losses, and Promotions

Academic Year	New Faculty Arrived (First month of service)	Promotion (AY promoted)	Faculty Left / New Affiliation (Last month of service)
2010/11			Dec 2010: Alexandra Kalev (Tel Aviv) Dec 2010: Josh Guetzkow, Assist (Hebrew U of Jerusalem)

2011/12	Jan 2012: Jenn Earl, FULL		June 2012: Charles Ragin FULL (UC-Irvine)
2012/13	Aug 2012: Brian Mayer, Assistant	Aug 2012: Jane Zavisca, ASSOCIATE (w/tenure)	May 2013: Linda Molm - Retired FULL (Emeritus)
2013/14	Aug 2013: Corey Abramson, Assistant	Aug 2013: Brian Mayer, ASSOCIATE (w/tenure) Aug 2013: Kathleen Schwartzman, FULL	Jan 2014: Don Grant FULL (Univ of Colorado) May 2014: Lane Kenworthy FULL (UC-San Diego)
2014/15	Aug 2014: Terrence Hill, ASSOCIATE (w/o tenure)		Jan 2015: Scott Eliason ASSOCIATE (Passed) June 2015: Celestino Fernandez - Retired FULL (Emeritus)
2015/16	Aug 2015: Christina Diaz, Assistant Aug 2015: Jeremy Fiel, Assistant	Aug 2015: Erin Leahey, FULL	June 2016: Jane Zavisca (becomes SBS Associate Dean of Research) ASSOCIATE
2016/17	Aug 2016: Charles Seguin, Assistant Aug 2016: Jennifer Carlson, Assistant (51% Soc)	Aug 2016: Terrence Hill, ASSOCIATE (w/tenure) Aug 2016: Ron Breiger - Regents' Professor	
2017/18	Aug 2017: Dan Martinez, Assistant Aug 2017: James Shockey, ASSOCIATE (returns from Dean back to faculty status)		

Faculty Compensation

Table E.5 presents salary comparisons for 2016. Faculty salaries in our School at the associate levels are above comparable programs housed in public institutions and higher than they were here in 2009 (adjusting for inflation). However, assistant and full professors' salaries are both lower in constant dollars than in 2010-11 and lower than other public institutions now. Comparisons with other departments and schools in the Social and Behavioral Sciences (SBS) suggest that faculty salaries in Sociology are higher than most other departments/schools in SBS. This is mostly attributable to a) the market rate for the high quality junior faculty our department successfully recruits, and b) the consistent recruitment efforts made by other departments to lure our faculty away and our dean's ability to provide appealing counter-offers even in the current budgetary environment.

Table E.5 Average Sociology and Social Science Faculty Salaries at Arizona and Other Public Institutions (Salary Data are in Current Dollars unless Otherwise Stated)

Sociology Salaries (2009)	Full	Associate	Assistant
Average at Other Public Research Universities (2009) ³³	\$128,000	\$82,000	\$68,000
Average at Other Public Research Universities (2009) (2016 dollars)	\$146,070	\$93,576	\$77,600
Arizona (2009)	\$130,000	\$82,000	\$73,157
Arizona (2009) (2016 dollars)	\$148,353	\$93,576	\$83,485
Sociology Salaries (2016)			
Average at Other Public Research Universities (2016) ³⁴	\$152,000	\$96,000	\$83,000
Arizona (2016)	\$136,000	\$103,000	\$78,000
SBS Peer Salaries (2016)³⁵			
Anthropology	\$108,000	\$82,000	\$74,000
Geography & Cartography	\$139,000	\$87,000	\$72,000
Government & Political Science	\$132,000	\$98,000	\$83,000
History	\$108,000	\$83,000	\$71,000
Psychology, General	\$124,000	\$97,000	\$80,000

Faculty Size and Composition

Table E.6 presents data on the size of the faculty and its gender and racial/ethnic composition. Despite the shock of losing faculty, including multiple senior faculty members, early in the review period, the School has replenished its ranks almost exclusively with untenured faculty.

³³ Department of Sociology Academic Program Review: Self-Study, 21 March 2011 (includes: UC: Berkeley, Davis, Irvine, Los Angeles, San Diego, Santa Barbara; Colorado-Boulder, Florida, Georgia Tech, Illinois (Urbana), Indiana, Purdue, Iowa, Iowa State, Kansas, Maryland, Michigan, Michigan State, Minnesota, Missouri, Nebraska, Rutgers, SUNY: Buffalo, Stony Brook; North Carolina, Ohio State, Oregon, Penn State, Pittsburgh, UT-Austin, Texas A&M, Virginia, Washington, Wisconsin). Based on data from the 2011 Sociology self-study.

³⁴ Comparative group for Sociology includes 33 public research institutions of higher education. The average salary is the weighted (based on a department's FTEs) mean salary of all institutions that provided data for their Sociology faculty. Data come from Association of American Universities Data Exchange.

³⁵ Data on SBS peer departments/schools comes from AAUDE data file. Number of institutions reporting salary data unavailable.

However, while the gender ratios have stayed the same and the School remained slightly more males than females, no African-Americans have been hired, and while we lost one Latino faculty member (Fernandez) to retirement, we hired one Latina (Diaz) and one Latino (Martinez) assistant professors. Still the faculty remains predominantly non-Hispanic White.

Table E.6 Size of Faculty and Faculty by Gender and Ethnicity, Fall 2010-2017

	YEAR								
	2010	2011	2012	2013	2014	2015	2016	2017	Average
# Faculty in Service ³⁶	17	16	16	16	15	15	16	18	16.1
# Females	7	7	7	6	6	7	7	7	6.8
# Males	10	9	9	10	9	8	9	11	9.4
# White	16	15	15	15	14	14	15	16	15.0
# Black	0	0	0	0	0	0	0	0	0.0
# Hispanic	1	1	1	1	1	1	1	2	1.1

Conclusion.

In light of the data in this chapter we can go a little deeper in identifying the successes of the faculty and some challenges ahead.

Successes

First, the Sociology faculty were very productive both in terms of their scholarship as well as their service to the discipline, university, and their community. Currently eleven faculty are serving on journal editorial boards or as editor or associate editor. The faculty have also served on some of the most important College committees (e.g., P&T) and have been involved with a number of other units on campus. Faculty are also very active in the American Sociological Association. Several faculty are involved in national and international associations, and several are active members of the Tucson community in a service capacity. Faculty are regularly interviewed by the major newspapers, appear on NPR and other media outlets, and engage in ‘blogging’.

Second, the faculty has been very successful in procuring grants to fund their research and the University, College, and School (through overhead). They have been particularly successful in

³⁶The number of faculty can be computed in different ways. We decided on using the number of faculty on the printed budget during any period of the academic year. This may not include all faculty who have their tenure home in Sociology but are being paid by another unit. However, it includes faculty whose appointment is split between other units, but their name appears on our budget.

winning NSF awards for their research and for their Ph.D. students. They have also been very successful in competing for honors, fellowships, and awards on campus.

Third, the teaching evaluations in our graduate courses in particular are very good and are above the scores for graduate courses in other SBS units. Faculty's teaching loads are not excessive, averaging around 2.3 per year over the seven year period, and they do an excellent job in their graduate seminars. Teaching evaluations for the undergraduate courses are at par with the College; however, we estimate that over 70% of the courses over the last seven years were taught by graduate students, lecturers, or adjuncts not regular faculty.

Challenges

First, we get a better look at the turnover in this department/school, how it depleted the ranks of the full professors, and how the College replaced very prominent faculty with untenured faculty. As we noted, since 2002 the department/school hired only two full professors, Robin Stryker in 2008 and Jennifer Earl in 2012. The encouraging news is that, despite continuing efforts of other universities to raid us, the School has not lost a faculty member to an outside offer since Lane Kenworthy left in spring of 2015. Rather we have lost faculty to administration (Zavisca), retirement (Fernandez), and death (Eliason).

Second, the faculty lacks representation from under-represented groups such as African-Americans, Asian-Americans, and Latinos. The most recent African-American faculty member was Henry Walker who retired June, 2010. The School has hired two faculty who are Mexican-American (Diaz and Martinez) and we are now negotiating a job offer with a prospective African-American faculty member.

Third, the salaries of the Assistant and Full Professors are falling behind peer Sociology departments. This is a major change since the last APR when Full Professor salaries were quite high. Probably the simplest explanation is that the College has not authorized us to hire Full Professors and thus they have not had to negotiate pricey initial salaries. Also there are serious compression problems in the full ranks.

SECTION F

UNIT ADMINISTRATION

Governance Structure

The School of Sociology operates in terms of a written Constitution that is amended over time to reflect changes in the way the School wants to be self-governed. A copy of the Constitution is provided in Appendix D. Along with a School Director, appointed by the Dean of SBS, the School also has a Faculty Chair who chairs periodic faculty meetings and presides over promotion and tenure meetings, as well as an Executive Committee, composed of the heads of various committees (Graduate Studies, Undergraduate Studies, Recruitment), two elected faculty members, and two graduate students. In addition, there is a Director of Graduate Studies, a Director of Undergraduate Studies, and a Director of the Care, Health, & Society undergraduate program. These individuals are all given one course release so as to perform their duties and a stipend. Faculty meetings occur approximately once a month as various tasks arise, e.g., P&T, hiring, changes in grad or undergrad programs, etc. Only tenured and tenure eligible faculty may attend. We do not have an annual retreat, like other departments/schools. An organizational chart for the School, as it now stands, is provided in Appendix E.

The School has five standing committees.

- (1) The Promotion and Tenure Committee is composed of all faculty above the rank of the individual being evaluated for promotion. For example, to evaluate an assistant professor for promotion, associate and full professors meet at years 3 and 6, with the latter meeting being the vote for promotion to Associate Professor with Tenure. To evaluate associate professors for promotion to Full Professor, only Full professors serve on the P&T committee.
- (2) The Executive Committee advises the head on School matters and conducts annual performance reviews. When there is merit money available the Head consults with the Executive committee concerning how that money should be distributed.
- (3) The Recruitment Committee is tasked with searching out potential high quality candidates (when the School is given permission to hire). When seeking to hire a senior (Associate and Full) professor, candidates are screened by the committee and a short list is presented to the faculty as a whole to vote upon. When seeking to hire a junior faculty member (assistant professor) the committee reviews applications, screens, and invites candidates for interviews. The School as a whole, though, has to vote upon candidates before an offer is extended. A simple majority vote is required to extend an offer. The Recruitment Committee Chair is elected annually.
- (4) The Graduate Studies Committee is chaired by the Director of Graduate Studies and tasked with recruiting a new cohort of graduate students each year. Their other duties include: serving as advisers to members of the new cohort in their first year; assigning additional faculty members who share interests with members of the new cohort to help advise these students; reviewing graduate student candidates for awards and scholarships that are both internal and

external to the School and the university; evaluating the evolving graduate curriculum and proposing additions and subtractions; ascertaining that comprehensive examination reading lists are regularly updated; evaluating graduate student performance for continued funding (annually); hosting the prospective graduate student recruitment weekend; and reviewing proposals for courses from other departments and Schools that want to cross-list their courses with Sociology.

(5) The Undergraduate Studies Committee is chaired by the Director of Undergraduate Studies and is tasked with reviewing the undergraduate curriculum in terms of new course proposals; evaluating candidates for both internal and University wide teaching awards; evaluating the teaching efforts of graduate students; conducting and analyzing an exit survey of graduating majors at the end of the year (see Appendix F); and supervising the activities of the Sociology Club and Alpha Kappa Delta, the honorary society for Sociology undergraduates. The undergraduate Sociology and Care/Health/Society degrees are both under the authority of the Undergraduate Studies Committee. The Director of the Care, Health, & Society program serves *ex officio* (with voting power) as a member of the Undergraduate Studies Committee.

There are non-voting graduate students on all committees except Promotion and Tenure, and there are non-voting undergraduates who serve on the Undergraduate Studies Committee. The graduate and undergraduate representatives are elected by their peers. Graduate Student members of the Graduate Committee do not participate in reviewing new applicants for the graduate program.

In addition to work on these committees, there are numerous additional routine administrative positions that are carried out by faculty members, e.g., the Arizona Methods Workshop Coordinator, the Human Subjects Officer, the Sociology Club Coordinator, the Colloquium Coordinator, and the Chair of the Articulation Task Force, and the Coordinator of the APR self-study. These positions are all filled by regular faculty. Table F.1 describes the amount of service faculty have done during the current APR period. Each faculty member averages about 2.2 assignments a year.

Table F.1 Faculty Participation in Service to the University, Profession, and Community

	2010	2011	2012	2013	2014	2015	2016	2017	Average (2010- 2017)
No. of School of Sociology administrative positions ³⁷	5	9	11	9	8	8	6	8	8

³⁷This includes Director, Head (and Acting Director/Head), DGS, DUGS, DCHS (and Acting DGS, DUGS, DCHS), and full and part time Chairs of the Faculty and Recruitment Committees. In some years we have two Faculty Chairs because of promotion cases involving an Associate to Full, and the Chair is an Associate and cannot participate in that meeting.

No. of School of Sociology coordinator positions and chairs ³⁸	5	10	8	5	9	9	8	12	8.25
No. of School of Sociology committee assignments (not chairing)	16	17	19	25	20	21	22	21	20.13
Total	26	36	38	39	37	38	36	41	36.34
No. of Faculty	17	16	16	16	15	15	16	18	16.1
No. of Activities per Faculty Member	1.53	2.25	2.38	2.44	2.47	2.53	2.25	2.28	2.26

There is general agreement amongst the faculty that this administrative structure works relatively effectively. Given the relatively small number of faculty, though, the School’s constitution may have to be altered to lower the number of faculty on important committees. Clearly, the faculty’s service load within the unit—and particularly the service load of senior faculty members—is extremely heavy.

Staff

The last APR report (2011) noted that, “As of 2010, the number staff has shrunk to two full-time members. One is a Program Coordinator, responsible for our graduate students and undergraduate majors along with other office duties, and the other is an Administrative Assistant.” We are happy to report that there are now four full time staff members in the School and a full-time undergraduate adviser, but not all of these are on our printed budget.

Staff include a Manager of Administration (who oversees operations), a Business Manager (who oversees payroll, accounts, and grants), one Program Coordinator- Senior (assists directors with the undergraduate and graduate programs) and one Administrative Associate (assists Coordinator of Recruitment, BB Coordinator, AZ Methods Coordinator, Business Manager, Office Manager and Program Coordinator, Sr. and serves as a receptionist for the Main Office). The undergraduate adviser advises both Sociology and Care/Health/Society majors. The Business Manager and undergraduate adviser are employees of SBS College not Sociology. Previously we were sharing two Business Managers with the School of Government and Public Policy, but the current arrangement seems to be working well.

³⁸This includes Coordinator of the Articulation Task Force, Colloquium Coordinator, Sociology Club Coordinator, Human Subjects Officer, Social Media Coordinator, Arizona Methods Workshop Coordinator, and APR Coordinator.

Table F.2 Personnel Head Count and FTE (includes state and other fund groups)

Sociology

ABOR Code	Faculty Tenure	Head Count										Total FTE					
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
Administrative	-	1	1	1	1	1	1	1	1,000	1,000	1,000	1,000	1,000	1,000	1,000		
Classified Staff	-	2	2	3	4	3	2	3	2,000	2,000	3,000	3,500	1,750	1,750	2,250		
Faculty	-	9	6	5	4	4	2	3	8,130	5,800	4,400	3,600	2,400	1,200	0,600		
Multi-year				1	1	1	1	1			1,000	1,000	1,000	1,000	1,000		
Non-Tenure Eligible	1	1	1	1	1	2	1	3	1,000	1,000	1,000	1,000	1,400	0,600	2,100		
Tenure Eligible					1	1	3	5				1,000	1,000	3,000	5,001		
Tenured	7	8	9	9	10	10	10	11	7,000	7,025	9,000	9,000	10,000	9,600	10,600		
Graduate Assistant/Associate	-	48	46	56	48	50	45	42	22,390	21,250	25,250	22,250	22,000	19,330	19,000		
Tenure Eligible	1	1	1						0,500	0,500	0,500						
Postdoctoral Scholar	-				1	1	2	1				1,000	1,000	2,000	0,750		
Professional	-	1							1,000								
Service Professional	-					1	1	1					0,999	0,999	1,000		
Student Worker	-	5	2	5	6	8	15	9	0,251	0,300	1,300	1,375	1,875	3,250	2,035		
Grand Total		75	67	82	76	82	83	80	43,271	38,875	46,450	44,725	44,424	43,729	45,336		

Table F.3 Personnel Head Count and FTE (state funded only)

Sociology

ABOR Code	Faculty Tenure	Account Fund Group	Headcount										Total FTE												
			Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017							
Administrative	-	State	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
Classified Staff	-	State	2	2	2	3	2	2	2	1	1	1	2	1	1	1	1	1.83	1.83	2.00	2.07	1.50	1.48	1.00	2.00
Faculty	-	State	9	5	5	4	4	2	2	2	2	2	2	2	2	2	4.80	4.80	4.40	3.60	2.20	1.00	1.00		
	Multi-year	State			1	1	1	1	1	1	1	1	1	1	1	1		0.92	0.92	1.00	1.00	1.00	1.00	0.92	0.92
	Non-Tenure Eligible	State	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1.00	1.00	1.00	1.00	1.40	0.17	1.00	1.00	1.20
	Tenure Eligible	State					1	1	1	2	4	6								1.00	1.00	1.97	3.81	5.47	
	Tenured	State	7	7	9	9	10	10	10	10	11	11	11	11	11	11	6.75	6.80	8.25	8.24	9.29	9.35	10.57	10.37	10.37
Graduate Assistant/Associate	-	State	41	36	38	35	36	31	31	31	33	31	31	31	31	18.9	16.5	16.5	16.0	15.5	13.0	13.0	14.4	14.3	
Professional	Tenure Eligible	State	1	1	1											0.50	0.50	0.50							
	-	State	1													0.66									
Service Professional	-	State					1	1	1	1	1	1	1	1	1					0.44	0.44	0.44	1.00	0.87	
Grand Total			63	53	58	55	58	51	53	55	53	55	38.8	32.4	34.6	33.8	33.3	29.4	33.7	36.1					

Plans for the Future

Although, as we said, the current arrangement seems to be working well, we have plans to make the administration of the School better, but it depends a great deal on the Dean's office.

First, we are asking the college for a half time person who will both teach in the CHS undergraduate program and coordinate the internships which are required of CHS majors. Currently the Director of the CHS program handles internships and it is an administrative burden.

Second, there is concern about the governance of the Care, Health, & Society program. Currently the Director of the program is on the Undergraduate Studies Committee and the program is under their jurisdiction. It has been proposed that the CHS program should have its own advisory or governing committee. Currently, the Director negotiates non-curricular matters with the Director of the School. An alternative structure would have the Director chairing their own committee made up of faculty who teach in the program. They would not only review curricular matters but they would also collectively pursue new program initiatives.

Third, we are considering creating an Associate Director to help with various administrative duties that currently consume large amounts of the Director's time. These include scheduling courses, managing space, sitting on various committees, recruiting faculty to serve in various coordinators' positions, hiring adjuncts and lecturers, preparing P&T dossiers, etc. The School has not done as well as we should have in private fund-raising, and we want to allow our Director to spend more time in the community and elsewhere with potential donors.

SECTION G

UNIT RESOURCES

In this section we will appraise support services, specific resource needs, and how we might increase efficiencies.

Support Services

Within the School there are many support services available.

The Manager, Administration manages the administrative activities of the School and supervises the office staff, except the Business Manager and the Academic Adviser who are supervised SBS College personnel. She serves as the executive assistant to the director of the unit, assists with policy and program planning, manages academic, personnel, and faculty affairs, good news, and information, assists in development and manages event planning, serves as backup to administrative positions, co-manages program fees with the Business Manager and Program Coordinator, Sr., manages maintenance of the 4th floor, and space assignments, and represents the unit at meetings hosted by the College or the various University organizations.

The Program Coordinator, Sr. coordinates activities and functions for the two undergraduate and graduate programs in consultation with the directors. She works with the directors to meet the goals and objectives specified for each program, runs academic reports for directors, serves as the School's contact for undergraduate and graduate students as well as potential students, serves on the Undergraduate and Graduate Committees as requested, co-manages program fees with the Business Manager and Manager, Administration, and oversees the academic business operations of the unit when the Manager, Administrator is out of the office.

The Administrative Associate provides administrative support to the Chairs of Recruitment, Arizona Methods Workshop, and Brown Bag series as well as oversees the daily functions of the main office. She also assists the Manager, Administration with uploading yearly schedules to the system to include Winter and Summer, assists the Business Manager with reimbursements and reconciling the PCard account, assists the Program Coordinator Sr., with administrative duties pertaining to the undergraduate and graduate programs, serves on the Undergraduate Studies Committee, and oversees the duties of the student worker/s.

The Academic Advisor, Sr. serves as the undergraduate academic adviser for declared majors and minors in the Sociology and/or Care, Health and Society programs. He mentors the students from the start of their program to graduation, supports students in achieving their academic and career goals thus maximizing student retention, interprets University policies and procedures, works with the undergraduate directors and staff on curriculum adjustments, course substitutes, petitions, and award nominations, maintains student files and records and advisers notes, and serves on the Undergraduate Committee.

The Business Manager manages the School's financial accounts, budgets, and related functions to ensure financial integrity of the unit. He provides financial reports to the Director of the School, assists faculty in creating budgets for new grant proposals, manages grants and provides reports to the PIs, manages all personnel functions from initiating hiring documentation to

ending positions, co-manages program fees with the Manager, Administration and the Program Coordinator, Sr., stays informed of, interprets and applies pertinent rules, regulations, policies and procedures set forth by University or outside governing agencies, and represents the college and the unit at meetings and conferences hosted by the various levels of University organizations.

Faculty are provided funding from the School for travel to conferences and research sites. This year (2017-18) the amount is \$1,500. Graduate students are given \$500. Faculty who teach classes where enrollments are less than 80 faculty are given a 25% teaching assistant, and faculty who teach classes that are between 80 and 100 get a 50% TA. An additional .50 TA is provided for every additional 100 students. Faculty who have large research projects are given additional office space on the 4th floor of the Social Science Building for their graduate research assistants. Copying, long distance calls, and routine supplies are provided to faculty gratis for teaching and research purposes.

Within SBS the most important resource for Sociology faculty and graduate students is the Social and Behavioral Science Research Institute (SBSRI). The mission of SBSRI is to promote faculty and graduate student research by offering internal funding opportunities (competitive small grants programs and release time from teaching), supporting grant proposal development, providing training on grant writing and research support services, and facilitating research collaboration across UA. More information on SBSRI can be found at <https://sbsri.sbs.arizona.edu/>.

Another important service component of the College of Social and Behavioral Sciences is SBS Technical Services. This unit provides computing, data management, and multi-media services. It services both software and hardware problems for faculty who are using College resources, e.g., a laptop or desktop, for their research and teaching. While faculty have to access internal or external funding to purchase software and hardware, computer services are free and there are staff members who will come to faculty offices to service their needs. SBS Tech maintains a computer lab in the basement of the Social Science Building for graduate students and administers and services a classroom with computers for undergraduate and graduate classes. There is more information on SBS Tech at <https://sbstech.arizona.edu/services>.

The University has a wide variety of services which we will not describe here. Faculty seem to be especially pleased with the provision of library resources. In an online survey we asked faculty how satisfied they are with 'various University/College Matters.' 44.4% said they were satisfied and 27.8% said very satisfied with the library's resources. Another important University resource is the Udall Center. Faculty are funded to buy out time from teaching and devote their time to research related to Arizona's particular problems such as the environment, the border, and Native Peoples.

Specific Resource Needs

In discussions with faculty, three needs stood out. **First, faculty want more internal funding to buy out courses, e.g., such as the SBSRI Research Professorship.** 61% of the faculty said that this was 'high priority' if we wished to strengthen the faculty and school. While opportunities not to teach exist, it is undeniable that having release time for research is essential

to build careers nowadays. Increased funding for the Research Professorship may be one avenue. Fundraising in the community which could result in full or part-time endowed chairs may be another. This too could help staunch the outflow of senior faculty, at least two of whom (Lane Kenworthy and Charles Ragin) have left in recent years because they were offered chaired or distinguished professorships at other universities.

Second, 66.6% of the faculty said that upgrading Social Science 415 and 407A with state-of-the-art technology was ‘high priority’. After hiring a senior faculty member, these were the two items that were most popular among faculty. Social Science 415 is the seminar room where all major events in the School take place including seminars, talks by outsiders, faculty meetings, and social events. There is only a small projector in the room and no computer/media/internet facilities. Social Science 407A is a much smaller seminar room where meetings, oral exams, and tutoring take place. Again, there are no computer/media/internet facilities there, only a speaker phone. In the last APR self-study we proposed removing a non-weight bearing wall that presently divides a small room, 407 and 407A, to create an additional seminar room with state-of-the-art facilities. However, we were not resourced to do this.

Third, faculty were interested in building a School Computer Lab. In our survey we asked faculty how to improve the undergraduate experience. As noted in our earlier discussion of goals, 44.4% of the faculty gave ‘high priority’ and 27.8% gave ‘medium priority’ to building a new School computer lab. The Integrated Learning Resource Center on campus has proven that students have a rapacious appetite for computer facilities. While professional sociologists use computers and various software in their research every day, it has been less central to the undergraduate curriculum. Units such as the School of Information, Management Information Systems, and, of course, Computer Science have taken center stage on campus in teaching students how to use computers to address research questions, develop marketable software, and write applications that have both commercial and academic uses.

Sociology majors need to know how to use computers to do state-of-the-art sociological research. Today that includes not only how to ‘scrape the web’ and organize large amounts of data (so-called Big Data), but also how to analyze both quantitative and qualitative data so as to answer new and important research questions that are of interest to sociologists. With a new School computer lab equipped with state-of-the-art programming capabilities we believe that we will enter into the twenty-first century and become relevant to many students who are familiar with this technology. This may in turn enhance our course offerings and help expand our numbers of majors. Our goal is to secure funding to renovate space on the 4th floor of the Social Science Building for a computer lab for our undergraduates and graduate students.

Efforts to Increase Efficiency

Efforts to increase efficiencies come from the School’s administrators and coordinators. We have made extensive use of U AZ Box to post personnel files for faculty to review and for faculty to make student papers, files, and syllabi available to the Graduate and Undergraduate Studies committees. This has become a very effective way for faculty and administrators to communicate with each other in a confidential way. Another innovation is that faculty can use the internet to route files to the front office for printing. This reduces faculty time standing in line at the copier. The Sociology faculty also has taken advantage of system innovations at the

College and University levels. For instance, this year we will access all of the information on the GradApp (maintained by the UA's Graduate College) about students who apply for our Ph.D. program. We will also use the Grad College's resources to respond to student inquiries. Also we use GradPath extensively to monitor students and to set student committees. During the writing of the Academic Program Review self-study we made extensive use of the APR Dashboard from University Analytics. Of course, D2L has been an invaluable addition to almost everyone's teaching. It would seem now difficult to teach without it.

But there is still much that we can do. For example, class scheduling is always a complicated process. The Manager for Administration has worked out a system whereby faculty express their preferences and give feedback to her. A similar arrangement is used to get faculty evaluations of graduate students at the end of the year. We need to program a way to process these requests and feedback more efficiently. Also while the APR Dashboard was useful, there was a considerable amount of information that we had to 'dig up' by hand, either within the School, or from our colleagues in the Dean's office, or the Graduate School.

Efforts to Obtain Non-state Funding

In the wake of the Great Recession and the decline in state appropriations for the University of Arizona unit heads and directors were instructed to find ways of being 'entrepreneurial'. The School of Sociology responded aggressively.

First, the School decided that it would raise fees for the undergraduate major. Beginning in fall, 2014 the School of Sociology, following other units on campus, was authorized to charge each of its majors a fee per semester. Currently majors pay \$600 a year (\$300 per semester) in their junior and senior years. This fee applies to both Sociology and CHS majors. In return students do get benefits: staff who can pay to oversee internships, an undergraduate adviser who is dedicated to Sociology and CHS majors, and adjuncts who can teach more applied courses. However, the money cannot be used for general purposes and must be spent to improve the undergraduate experience.

Second, in January, 2011 Professor Erin Leahey organized the first Arizona Methods Workshop. We have held the Workshop every year since. It serves not only many grad students and faculty across campus but also faculty and graduate students from around the world who make their way to Tucson in early January to take classes. Since its founding, about 300 participants have taken classes and the January Workshop has brought in significant revenues to the School and to the instructors who often use their remuneration as a way to support graduate and undergraduate research assistants or to buy computer hardware or software.

Third, we have two ongoing funds to support undergraduates and graduate students. The Roger Yoshino Undergraduate Award is a \$1,000 need based award to undergraduates, and the Frederic A. and Margaret S. Conrad Scholarship provides funding for CHS majors, Sociology majors, and graduate students. However, we have not done enough fund-raising and one goal for the new Director is to work closely with the University of Arizona Foundation and the development office in SBS to lay out a concerted game plan to identify and cultivate potential donors. Also we need to access alumni mailing lists so as to tap into former students.

Several ideas have been suggested for building ties to the community and beyond for fund-raising purposes. In the last APR it was suggested that the department create a lay advisory board made up of stakeholders in the community who have a direct interest in our faculty, their research, and our students. This board may be particularly interested in Brian Mayer's Poverty in Tucson workshop, in which Mayer works closely with political and nonprofit leaders on some of Tucson's most pressing problems. Such a board may also be interested in our Care, Health, & Society degree and the internships may be a way of connecting the community to the School. Furthermore, there will be a new certificate in Computational Social Science for Ph.D. students on campus. The long term goal of that program is to build linkages to industry and government, so that some of our Ph.D.'s can spend time in industry learning state-of-the-art technologies. While the certificate is an SBS program, several faculty in Sociology are spear-heading the effort with great enthusiasm.

Finally, the School's faculty has been very successful winning grants that often carry with them significant overhead. In the previous chapter we saw that if we look at the current grants alone, Sociology faculty are bringing in \$588,319 for indirect costs. We do not know the formula which the University uses to allocate these funds, and so we do not know how much of this comes back to the unit. Faculty who are seasoned grant-writers are very frustrated that the School – if not the PI – does not get a better return on IDC recovery. Oftentimes faculty have to be persistent to get the School to pay for computers for their RAs, something which should be covered by IDC recovery. The School will continue to encourage faculty to write proposals to agencies that will cover indirect costs, but it is difficult when faculty cannot see the resources returned to the School.

SECTION H

UNDERGRADUATE STUDENTS, DEGREE PROGRAMS AND OUTCOMES

Undergraduate Degree Programs

The School of Sociology at the University of Arizona offers two undergraduate degrees: a Bachelor of Arts (B.A.) in Sociology, and a Bachelor of Science (B.S.) in Care, Health and Society (CHS). We also offer multiple general education courses, and classes that fulfill elective requirements for students in other programs. We have a standing body, the Undergraduate Studies Committee (USC), which meets regularly to address undergraduate issues and to make reports and recommendations for both degrees.

The Classification of Instruction (CIP) code for the Sociology Undergraduate Discipline is 45.1101. Sociology is defined by the National Center for Education Statistics as “A program that focuses on the systematic study of human social institutions and social relationships. Includes instruction in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.”

The Classification of Instruction (CIP) code for the C.H.S. Undergraduate Discipline is 51.1504. Programs in Community Health Services are defined by the National Center for Education Statistics as “A program that prepares individuals to serve as facilitators, advocates, and referral professionals linking health care and related social services with affected recipient communities. Includes instruction in public and community health, human and social services, health services administration, group counseling, health education, group advocacy, cross-cultural and multilingual communication, and applicable laws and policies.”

The B.A. in Sociology requires 36 units of major coursework, 21 of which must be upper division coursework. The following four courses are considered essential for acquiring an overview of the discipline, its major theories, the fundamentals of research methods, and statistics. They are required of all majors:

Soc 101: Introduction to Sociology

Soc 300: Sources of Sociological Theory

Soc 374: Social Research Methods

Soc 375: Quantitative Reasoning in Sociology

A prerequisite for Soc 300 is the second semester composition course (i.e., English 102, 108, or 109H). Because the major assumes moderate knowledge of mathematics, students must successfully complete Math 109C, (College Algebra and Data Analysis), or a higher level math course prior to enrolling in Soc 375. Upper-division courses require completion of 56 units or permission of the instructor. Otherwise, unless specifically indicated, Sociology courses do not

have prerequisites and students simply select courses that meet their interests. The Handbook for Sociology Majors is available at

https://sociology.arizona.edu/sites/sociology.arizona.edu/files/Soc_UG_Handbook%202015-16.pdf.

The undergraduate program in Care, Health & Society (CHS) offers a Bachelor of Science (B.S.) degree. Student may complete their degrees in-person or online through the new UA Online campus. Our degree currently requires 36 units of major course work, and students must complete a semester-long internship in the second semester of their junior year or during their senior year. Students are also required to have a minor or second major in another discipline. These requirements are similar to many degrees offered by the College of Social and Behavioral Sciences (SBS) and across campus. In accordance with college guidelines, students seeking a B.S. in CHS must also complete the general education curriculum, including 42 units of upper-division coursework and 120 total units in order to receive their degree. The School of Sociology also offers an undergraduate minor in CHS that requires 18 units, including a minimum of 9 units of upper division coursework. An easily accessible overview of our undergraduate program can be found on our website: <https://sociology.arizona.edu/chs>.

The CHS degree requires two courses (6 units) that introduce students to the health care professions and inter-professional collaboration:

CHS 204: Introduction to the Helping Professions

CHS 306: Inter-Professional Care

Students are also required to take three electives (9 units) in medical Sociology and health care:

CHS 303: Health and Society

CHS 401: Health Disparities in Society

CHS 305: Suffering and Care in Society

CHS 309: Ethical Issues in the Helping Professions

Students are required to complete two courses (6 units) in research and statistics:

SBS 200: Statistics

CHS 476: Research and Analysis of Health Data (Prerequisite: SOC/SBS 200)

Finally, students are required to complete a semester-long internship (135 hours) and our internship course (3 units):

CHS 393: Internship

In addition to a major and minor, the CHS program offers one general education course, honors contract courses, and undergraduate colloquia typically centered around the health professions. As a program, we regularly seek connections with other units to facilitate cross-fertilization and

double-major opportunities for students. We currently have a double major agreement with Philosophy. We are currently in negotiations with Psychology.

General Education Courses

The School of Sociology offers courses that satisfy General Education requirements (in regard to college and University breadth requirements). See Appendix G for select syllabi.

The following courses allow students to fulfill Tier One (Traditions & Cultures, Individuals & Societies, and Natural Sciences) requirements: SOC 150B1 *Social Issues in America*, SOC 150B2 *Sex and Gender*, SOC 150C1 *Private, Public or Profit? The Organization of Social Life*, SOC 150C2 *The Good Society*.

Tier Two: CHS 202 *Connecting Societies and Health*, SOC 260 *Ethnic Relations in the United States*, SOC 280 *Schools, Students and Society*, SOC 355 *International Migration and Migrants*, SOC 357 *The Pursuit of Happiness: The Sociology of Happiness*.

The following courses allows students to fulfill the Diversity Emphasis requirement: SOC 222 *Gender Identities, Interactions and Relationships*, SOC 260 *Ethnic Relations in the United States*, SOC 280 *Schools, Students and Society*, SOC 324 *Sociology of Sexuality*, SOC 325 *Men and Masculinities*, SOC 355 *International Migration and Migrants*, SOC 357 *The Pursuit of Happiness: The Sociology of Happiness*, SOC 362 *Sociology of Race and Ethnicity in Latin America*, SOC 427 *Women and Work*, SOC 432 *Urban Community*, SOC 448 *Sociology of the Body*, SOC 450 *Social Inequality*, SOC 459 *Sociology of Gender*, SOC 467, *Race and Ethnic Relations*.

The School of Sociology's Undergraduate Studies Committee (USC) monitors and oversees the unit's General Education courses. Every semester it evaluates any new syllabi for these courses, to insure that they adhere to the university's requirements of Gen Ed courses. Should a new course be proposed that could potentially serve as a Gen Ed course, the USC will evaluate the course and recommend the proper classification. Our full-time, on-site adviser John McNeill serves on the USC, and he is the key resource for assisting students with structuring their plan of study so as to meet Gen Ed requirements (please refer to Section 4.D, on advising, below for further elaboration of our adviser's role in the School).

Table H.1 shows our yearly enrollment figures for all of the General Education courses offered by the School of Sociology since our previous APR, along with the number of unique sessions offered each year. We are including in these calculations both online and in-person courses. Overall, our General Education Courses have served 10,086 students during the period since our last reporting.

Table H.1 Number of Students Enrolled in Sociology's Gen-Ed Courses

Number of Students Enrolled in and Sessions of General Education Courses, 2010-2017											
Tier			2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017		
Tier 1 Courses	SOC	Students	-	364	363	360	142	257	201	1,687	
	150B1	Sessions	0	3	2	2	2	3	1	13	
	SOC	Students	-	179	175	7	86	172	147	766	
	150B2	Sessions	0	4	3	1	2	1	3	14	
	SOC	Students	-	-	-	-	-	-	-	-	
	150C1	Sessions	0	0	0	0	0	0	0	0	
	SOC	Students	-	259	325	275	10	-	66	935	
	150C2	Sessions	0	1	3	2	1	0	1	8	
Tier 2 Courses	CHS 202	Students	-	-	-	-	-	-	139	139	
		Sessions	0	0	0	0	0	0	3	3	
	SOC	Students	265	29	2	131	-	9	2	438	
	260 ³⁹	Sessions	4	1	1	2	0	1	1	10	
	SOC 280	Students	-	-	-	11	-	-	10	21	
		Sessions	0	0	0	1	0	0	1	2	
	SOC 355	Students	-	-	-	-	-	-	-	-	
		Sessions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	SOC 357	Students	-	508	560	544	118	108	473	2,311	
		Sessions	0	1	1	1	2	2	3	10	
	SOC 222	Students	56	-	175	17	10	-	85	343	
		Sessions	1	0	3	1	1	0	2	8	
	SOC 324	Students	365	212	44	25	73	166	166	1,051	
		Sessions	6	3	1	1	1	3	3	18	
	SOC 325	Students	14	11	149	155	-	-	-	329	
		Sessions	1	1	2	2	0	0	0	6	
	SOC 362	Students	45	-	-	-	-	-	-	45	
		Sessions	1	0	0	0	0	0	0	1	
	SOC 427	Students	-	-	-	-	108	58	37	203	
		Sessions	0	0	0	0	2	1	1	4	
	SOC 432	Students	144	146	152	-	153	58	-	653	
		Sessions	1	2	3	0	2	1	0	9	
	SOC 448	Students	-	-	-	-	-	-	36	36	
		Sessions	0	0	0	0	0	0	1	1	
	SOC 450	Students	112	8	81	44	58	38	9	350	
		Sessions	3	1	2	1	3	2	1	13	
	SOC 459	Students	257	127	56	-	-	53	23	516	
		Sessions	6	2	2	0	0	1	1	12	
	SOC 467	Students	63	43	16	42	26	49	24	263	
		Sessions	2	2	1	2	1	2	2	12	
	Total		Students	1,321	1,886	2,098	1,611	784	968	1,418	10,086
			Sessions	25	21	24	16	17	17	24	144

³⁹Courses in bold indicate courses that allow students to fulfill the Diversity Requirement.

Our Tier One and Tier Two General Education courses contribute to the University's mission to impart fundamental knowledge, skills in independent and critical thinking, and an awareness of self and others to the students enrolled here. All of our courses that fulfill this role have been vetted by the University-Wide General Education Committee, the College Curriculum Committee, the College Dean of Instruction, the School's own Curriculum Committee, our own Program Coordinator, and the instructors who teach the courses. Final approval of these courses rests with the University committee, not with the School of Sociology. Per University regulations, all of our Tier Two courses can be taken for credit in the major or minor when not otherwise fulfilling Gen-Ed requirements, and up to six units can be "double-dipped" with a minor only. All of our Tier One and Tier Two courses satisfy the *Individuals and Societies* Gen Ed requirement.

Tier One Courses. Our Tier One Course, SOC 150B1 *Social Issues in America*, is a course that we designed to introduce students to contemporary issues through a sociological lens. Since its inception, we've been able to draw approximately 200 or so students per year for this course. A recent syllabus for a representative semester of SOC 150B1 is in Appendix G.

[Syllabus for SOC150B1, Fall Sem 2017, Prof Earl, attached]

SOC 150B2 *Sex and Gender* is a Tier One Course that has been taught on a regular basis for the last six years or so. This course draws a good number of majors, non-majors, and undecided students. A recent syllabus for a representative semester of SOC 150B2 is in Appendix G.

[Syllabus for SOC150B2, Spring Sem 2017, Prof Roth, attached]

SOC 150C1 *Private, Public or Profit? The Organization of Social Life* is a Tier One Course that was not taught during the study period. The Undergraduate Studies Committee, in consultation with the faculty, should decide whether or not to request removal of this course from the catalog. In other words, if no current faculty members are expressing an interest in teaching this course, it is hard to justify keeping it "on the books."

Our Tier One Course, SOC 150C2 *The Good Society*, was designed and taught by Professor Lane Kenworthy, who has since moved onto an Endowed Chair Position at a peer institution. This course drew a tremendous amount of interest when it was first introduced. From 2011 to 2014 it was enrolling about 300 students each year. Since then, and after Professor Kenworthy left the University of Arizona, the School of Sociology has struggled to find instructors to teach this class. Moving forward, we will have to assess whether there is interest among the faculty to continue to staff this course.

[Syllabus for SOC 150C2 Spr 14, Prof Kenworthy, attached]

Tier Two Courses. CHS 202 *Connecting Societies and Health* is a Tier Two Course that satisfies the Individuals & Societies study area and the Diversity Requirement (focus on Gender, Race, Ethnicity, and Class) of the General Education curriculum. This course is primarily taught by faculty and qualified instructors. This course is sometimes taught by advanced graduate students (in accordance with University policy). We created this course to (1) introduce freshman and sophomores to the CHS program and to (2) prepare help prepare students for the new section to the Medical College Admission Test (MCAT) that focuses on "Psychological, Social, and

Biological Foundations of Behavior.” This course was first offered in 2016, but we expect popularity and enrollments to grow over time. We are currently communicating with advisers for the new Pre-Health Professions Program so that this course is regularly recommended to any student who is interested in taking the MCAT.

[Syllabus for CHS 202, Fall 16, Prof Hill attached]

SOC 260 *Ethnic Relations in the United States*, is a Tier Two Course that regularly draws great interest from students. The issue has been on the supply side. For years SOC 260 was taught by Professor Celestino Fernandez with multiple graduate students as assistants (in 2010-11, for instance, we offered four sections of the course and enrolled 265 students). As Professor Fernandez began moving towards retirement, there was a lack of expertise among the faculty to teach SOC 260, and the number of offerings dropped, with the course offered mainly by graduate students during the winter and summer sessions. Last year, however, we conducted a faculty search in the area of race and ethnicity, and were successful in hiring a new assistant professor, Dan Martinez, who will begin teaching SOC 260 in Spring of 2018. We anticipate bringing the numbers for this class back up to where they were in 2011 and before.

[Syllabus for Soc 260, Winter 2016, Graduate Student Instructor Bjorkland attached]

SOC 280 *Schools, Students and Society* is a Tier Two course, and it has been taught only twice during the study period, drawing about ten students per offering. Mostly this reflects a lack of expertise in the field of the Sociology of education among the faculty. So it has been up to interested graduate students to prep and teach this course during summer and winter sessions. Moving forward, assistant Professor Jeremy Fiel will begin teaching SOC 280 on a regular basis again.

[Syllabus for Soc 280, Winter 2012, Graduate Student Instructor Ring]

SOC 355 *International Migration and Migrants* recently became a permanent Tier Two course and will be offered for the first time in Spring 2018. We anticipate a great deal of student interest in the topic.

SOC 357 *The Pursuit of Happiness: The Sociology of Happiness*, a Tier Two Course, was designed by Professor Celestino Fernandez and instantly became one of the School of Sociology’s most popular courses. Since it was designed six years ago, 2,311 students have taken this course. There is such interest in the topic that Professor Fernandez has given multiple public lectures on the Sociology of happiness in the Tucson community, for instance as part of the SBS Downtown series. Though now an emeritus member of our faculty, Professor Fernandez continues to teach this course.

[Syllabus for Soc 357, Spr 17, Prof Fernandez]

Learning Outcomes and Writing Requirements for Tier One and Tier Two Courses. Tables H.2.1 and H.2.2 provide additional information about the learning outcomes and writing requirements for our Tier One and Tier Two courses across all formats. As per University guidelines, the curriculum of any general education course should align with at least one of the prescribed general education student learning outcomes identified below: think critically,

communicate effectively, understand and value difference, and use information effectively. All of our Tier One and Tier Two courses allow for at least one, and typically more than one, of these outcomes, as shown in the Table. Because of the nature of Sociology, a good many of our courses naturally align with the critical thinking and valuing difference components.

Table H.2.1 Learning Outcomes and Writing Requirements for Tier One and Tier Two Courses, Sociology

		<i>General Education student learning outcomes assessment</i>				
		What level of opportunity is there in this course for students to demonstrate each of the following learning outcomes? (Mark 'X' where appropriate)				
Course	University-wide General Education student learning outcomes	No opportunity	Low opportunity	Moderate opportunity	High opportunity	Very high opportunity
<i>SOC 150B1</i>	Think critically					X
	Communicate effectively			X		
	Understand and value differences					X
	Use information effectively				X	
<i>Soc 150B2</i>	Think critically					X
	Communicate effectively			X		
	Understand and value differences					X
	Use information effectively				X	
<i>SOC 150C2</i>	Think critically				X	
	Communicate effectively					X
	Understand and value differences			X		
	Use information effectively					X
<i>CHS 202</i>	Think critically					X
	Communicate effectively			X		
	Understand and value differences					X
	Use information effectively				X	
<i>SOC 260</i>	Think critically					X

	Communicate effectively			X		
	Understand and value differences					X
	Use information effectively			X		
SOC 280	Think critically				X	
	Communicate effectively					X
	Understand and value differences				X	
	Use information effectively			X		
SOC 357	Think critically					X
	Communicate effectively				X	
	Understand and value differences			X		
	Use information effectively					X

Table H.2.2, below, shows the extent to which our current Gen Ed courses meet the University's standards for writing assignments. On the one hand (and as the attached syllabi demonstrate), our courses do an excellent job in terms of requiring students to write and teaching students to write well. On the other hand, there is a clear disconnect between our current course structuring and the University policy regarding rewrites. The School of Sociology APR Committee, after consulting with instructors in the early fall of 2017, learned that this is not intentional; there is simply a lack of information regarding these standards. All instructors have been made aware of them, and all future Gen Ed courses will be structured so as to meet University requirements regarding opportunities for revision.

Table H.2.2. Gen Ed Writing Requirements

<i>General Education course writing requirements</i>			
Course prefix and number	Number of <u>pages of writing</u> required in the course	Are comments on the first draft of at least one writing assignment provided to students with an opportunity for revision?	
		YES	NO
SOC 150B1	24		X
SOC 150B2	20	X	
SOC 150C2	25		X
CHS 202		X	
SOC 260	15		X
SOC 280	15		X
SOC 357	25		X

Undergraduate Programs

Enrollment Trends. Beginning in the 2013-14 academic year, the School of Sociology offered, in addition to a B.A. in Sociology, a B.S. in Care, Health and Society. As Table H.3.1 below shows, our number of enrolled Sociology majors had declined from 412 in the fall of 2010, to 322 in fall 2013. At the time we hoped that through the B.S. in CHS, we could draw into our program students with an interest in the sociological approach but who desired a more applied undergraduate degree. In this regard, the CHS degree has been a huge success. By the fall of 2016, we had 333 CHS majors to go along with 255 Sociology majors. In other words, *the total number of undergraduate majors in the School of Sociology increased from 363 in fall 2012, to 588 in fall 2016.* Enrolled minors in the School have shown a similar increase, from 127 to 190.

Table H.3.1 Enrolled and Completed Majors, SOC and CHS, 2010/2011 – 2016/z2017

		10-11	11-12	12-13	13-14	14-15	15-16	16-17
Sociology	Enrolled Majors	412	425	363	322	301	293	255
	Completed Majors	140	144	127	111	96	90	97
	Enrolled Minors	482	520	438	321	327	364	326
	<hr/>							
Care, Health and Society	Enrolled Majors	N/A	N/A	N/A	31	126	271	333
	Completed Majors	N/A	N/A	N/A	1	22	82	93
	Enrolled Minors	N/A	N/A	N/A	0	4	31	72
	<hr/>							
Total School of Sociology	Enrolled Majors	412	425	363	353	427	564	588
	Completed Majors	140	144	127	112	118	172	190
	Enrolled Minors	482	520	438	321	331	395	398
	<hr/>							

Moving forward, there are two major challenges for us. On the one hand, there is the question of whether to attempt to replicate the success of the CHS program by offering another undergraduate degree option. “Business and Society,” “Social Justice,” and “Crime and Punishment” are some ideas that have been discussed among the faculty, although any move in this regard will require coordination with other units in the college and the university. On the other hand, there is a recognized need to preserve and grow our traditional Sociology major.

Undergraduate Curriculum. The goals of the undergraduate curriculum are spelled out clearly for the both our B.A. in Sociology and our B.S. in Care, Health, and Society.

The curriculum for the B.A. in Sociology is designed to show students the character of human life and the impact of varying forms of social organization on human affairs. Students are

introduced to the methods by which knowledge is developed, and examine the results of research on such diverse topics as

- the family
- religion
- education
- politics
- crime
- law and rights
- health
- gender
- ethnicity
- sports
- popular culture
- the environment
- race
- inequality

The Sociology major provides a foundation for careers in many professional fields, such as law, criminal justice, health, and social service, and for graduate training as a professional sociologist in government, business, community agencies, research organizations, or educational institutions.

The Care, Health & Society (CHS) program equips students who plan to pursue careers in medicine, public health, nursing, and other health professions with a broader perspective that integrates the social dimensions of health and health care.

All of human life occurs in the context of social interaction, groups, culture, social institutions, and social structures. The CHS program seeks to train students to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care. The CHS program is designed to complement training in the public health and frontline health care professions, to provide students with the social toolkit necessary to address persistent population health issues and barriers to healthcare delivery. The Bachelor of Science (B.S.) degree in CHS is innovative, interdisciplinary, and applied. The degree is innovative because it provides students with a rare opportunity to focus their undergraduate studies on the social dimensions of health and health care. CHS courses introduce students to:

- The health care professions
- Critical issues in health care delivery
- Principles of inter-professional collaboration in health care and social service settings
- Ethical dilemmas in health care delivery
- Population health disparities

The CHS B.S. degree is interdisciplinary in two respects. First, the CHS curriculum requires courses from a range of sciences (social, psychological, behavioral, natural, and health) and

humanities (English, philosophy, and religious studies). Second, the core CHS faculty represent a range of disciplines, including:

- Medical Sociology
- Social Work
- Nursing
- Public Health
- Gerontology
- Pastoral Counseling

Accrediting. Regarding our Sociology B.A., there is no accrediting body that prescribes the curriculum for a Sociology undergraduate, or for that matter graduate, degree. Our curriculum, in terms of the variety of class offerings and required courses, is in line, though, with the curricula of our peer Sociology departments.

Regarding our CHS B.S., there is no accrediting body that regulates the curriculum for our CHS degree. Having said this, our program requirements and degree offerings are consistent with similar programs at Harvard, Yale, Vanderbilt, Georgia Tech, UT-Austin, and Rutgers.

National Comparison. The School of Sociology and the Undergraduate Studies Committee in particular monitor developments at the national level in terms of best practices for designing undergraduate curricula.

For our Sociology Bachelor’s degree, we feel confident that the courses required—Introduction to Sociology (SOC 101), Sociological Theory (SOC 300), Research Methods (SOC 374), Statistics (SOC 375), and a Capstone Course (SOC 498)—align with those required by other institutions. See Table H.3.2⁴⁰.

Table H.3.2 University of Arizona Sociology Requirements in National Perspective

Course	Percentage of US Sociology Departments Requiring this Course
Introduction to Sociology	94%
Sociological Theory	100%
Research Methods	100%
Statistics	78%
Capstone Course	78%

For our CHS degree, we also feel confident that our program is both in line with similar programs nationally, and going beyond them for instance by requiring that our CHS students perform a community internship (see Table H.3.3).

⁴⁰ “The Sociology Major in the Changing Landscape of Higher Education.” 2017. American Sociological Association. Washington DC: American Sociological Association.

Table H.3.3. University of Arizona CHS Requirements in National Perspective

Course	Percentage of US “Health & Society” Programs Requiring this Course
CHS 204: Introduction to the Helping Professions	50%
CHS 306: Inter-Professional Care	50%
CHS 303: Health and Society	83%
CHS 401: Health Disparities in Society	100%
CHS 309: Ethical Issues in the Helping Professions	67%
SBS 200: Statistics	67%
CHS 476: Research and Analysis of Health Data	67%
CHS 393: Internship	17%

Course Availability. Successful completion of the Sociology degree depends upon students having regular access to the four required major courses: 101 (Intro), 300 (Theory), 374 (Methods) and 375 (Statistics). All of these courses are taught at least once every semester. For faculty, these are considered “service” courses and we have a core contingent of faculty who teach them on a regular basis. As soon as they declare a Sociology major, students are made aware of these four core requirements and offered hands-on advising to ensure that they plan their schedules accordingly. Declared majors are also given priority enrollment for these courses.

Successful completion of the CHS degree depends upon students having regular access to the eight courses listed above. All of these courses are taught at least once per year. The Internship course is offered each semester. All CHS majors are aware of these required courses and are given priority enrollment. Our academic adviser helps us to communicate with our students and suggests additional sections as needed.

Active Learning Strategies. The School of Sociology is organized so as to provide undergraduate students a wide variety of opportunities to participate in the learning process, and to be recognized for their needs and achievements. Here we will list the main venues through which this is accomplished.

- a. *Internships.* The School offers an Internship Program that provides opportunities and academic credit for applied work in various settings in the community. Students enroll in either Soc 393 or CHS 393, and in either case can either enroll in a 3-unit internship for 135 hours, or a 6-unit internship for 270 hours. CHS majors are required to complete a 3-unit internship to fulfill their academic program requirement for the major. SOC 393 is considered an elective within the Sociology major. The internships give students an opportunity to apply sociological ideas in "real world" settings while they simultaneously gain experience working in organizations related to their career interests. We have placed interns in a variety of fields, including social services, criminal justice, corrections, mental health, substance abuse rehabilitation, international business and government, local business, nonprofit, and social movement coalitions.

- b. *Alpha Kappa Delta (AKD)*. The School has a chapter of Alpha Kappa Delta (AKD), the International Sociology Honor Society. Each year we induct multiple students into AKD at a spring ceremony that recognizes their achievements and encourages their continued excellence in academic endeavors and service to society.
- c. *Tutoring*. The School of Sociology has funded a part-time tutoring position that is available for all students on both an appointment and walk-in basis. According to our most recent (2016) exit survey, 30% of all undergraduate majors took advantage of this tutoring service during their time in our program.
- d. *Textbook Support*: Every fall semester, we distribute scholarships based on financial need for students to buy textbooks and other school supplies. In the most recent fall semester (Fall 2017), we awarded 46 such scholarships totaling \$13,800.
- e. *The Roger Yoshino Undergraduate Award*: This award was established by the Yoshino family and children to facilitate undergraduates becoming contributors to society through education in Sociology. The late Dr. Yoshino served as a faculty member in the UA Sociology Department from 1958 to 1991, specializing in the study of race relations. He contributed his expertise to numerous landmark policy and legal decisions involving minorities. He also worked for social justice in Arizona and the nation through his participation in a variety of organizations, commissions, and projects. Each academic year awards of up to \$1,000 are granted in the spring by the UA School of Sociology's Undergraduate Studies Committee. The awards are intended to offset routine undergraduate student expenses (except for tuition) during the academic year.
- f. *Frederick A. and Margaret S. Conrad Scholarship*: The Conrad Scholarship was established by Frederick A. and Margaret S. Conrad to facilitate undergraduates becoming contributors to society through education in Sociology. This endowment will fund scholarships in perpetuity for “deserving and promising students... seeking careers in Health and Social Services.”
- g. *Poverty in Tucson Field Project. Tucson Poverty Project*. The School of Sociology offers a course, Soc 397a: Poverty in Tucson Field Workshop, under the direction of Professor Brian Mayer. Students who take this course are trained in survey research methods and then venture out into the community to conduct, in teams, in-person interviews with low-income Tucson residents. The result is that students gain valuable skills such as how to conduct an in person interview, how to record and analyze both quantitative and qualitative data, how to work as a member of a team, how to work with people from a variety of backgrounds, and more generally how to answer a question of interest in a systematic and evidence based manner. This Workshop is conducted in partnership with multiple community-based organizations, who benefit from the data and analyses prepared by the students. Results are shared through an annual Community Forum attended by hundreds of community leaders. In the 2016-2017 academic year, 54 students took and completed this course.
- h. *Governance Board Service*. Each fall, the School of Sociology submits a call for junior and senior students in Sociology and CHS to serve on the governance board, a body that meets once a semester with the School Director, the Director of Undergraduate Studies, and the Director of Care Health and Society. At these meetings the board discusses the state of the School of Sociology, undergraduate needs and concerns, and possible future improvements to the curriculum and facilities.

- i. *Sociology/CHS Club.* The School of Sociology supports a Sociology-CHS Club, which is officially registered with the Associated Students of the University of Arizona (ASUA), the undergraduate student governance body at the University of Arizona. The Club elects multiple leadership positions, especially President, Vice President, and Treasurer, holds meetings on a regular basis, organizes intellectual and social events, and participates in community outreach. The Club provides an intellectual environment outside of the classroom for Sociology and CHS majors and minors. It also provides an opportunity for committed students to exercise leadership, and, because the Club routinely invites faculty, graduate students and community members to present at its meetings, the Club facilitates multiple useful types of networking. Recent events include a lunch-time “Pizza with a Professional” and an afternoon “Coffee with a Prof.” In short the Soc-CHS Club serves as an important link among faculty, grad students, undergraduate students, and the Community.
- j. *Undergraduate Studies Committee Service.* As part of our School’s constitution, it is mandated that our Undergraduate Studies Committee (USC), which meets on a monthly basis, have an undergraduate representative from both our Sociology and CHS majors. Typically these posts are filled informally, via recommendations from faculty. Serving on this committee allows these students to get an inside look at how the School operates, and to buttress their resumes as they embark upon careers or further education.
- k. *Preceptorships and Research Assistantships.* The School of Sociology makes an explicit effort to integrate undergraduate students into all facets of the program. Two key components here are preceptorships and research assistantships. For preceptorships, undergraduate students receive course credit for serving as a teaching assistant in a class, performing such tasks as running study halls and providing notes for students with disabilities. Research assistantships vary tremendously depending upon the nature of the research program that the student joins. But in any case, the students gain valuable research experience that can help them decide if graduate school and a research-oriented career is right for them. If so, the research experience facilitates success in applying to graduate school.

Instructional Technology

In recognition of the fact that today’s undergraduate students are increasingly comfortable communicating via online and multi-media environments, instructors in the School of Sociology are very open to experimenting with and adopting new instructional technologies. Desire2Learn (D2L) is widely used to deliver online content, to allow students to monitor their grades, to proctor online exams, to post announcements, to receive assignments, and to communicate via email announcements. Traditional “clickers” are not popular among our instructors, mainly due to the fact that they impose a significant cost (\$100 or more) on students. Instead, a number of instructors have begun using TopHat, which offers the functionality of clickers plus extra features which allow instructors to immediately identify and correct points of confusion. Other instructional technologies used by our instructors include Panopto to post digital content such as movies and audio files, Adobe Connect to video chat with students who cannot meet in person for office hours, UCINET (SNA software) for teaching social network analysis, Answer Garden (web-based surveying of students), Google Documents for student-led team collaborations,

Voice Thread so that students can add a vocal element of participation in online courses, and Video Note.

Online Courses. For the Sociology major, the only courses that we do not offer online are the three upper division core courses (300, 374, 375).

Student may complete their CHS degrees completely online through the new UA Online campus. Our online program is required to offer the same courses that we offer in our in-person program. Our number of courses and total enrollments have increased each year since 2015. These trajectories are expected to continue based on UA Online projections and our own growth in online CHS majors.

Tables H.4.1 and H.4.2 show that the number of courses we teach online, and total enrollment for these courses, has stabilized during the APR review period. In 2010, we offered 25 online courses that enrolled 704 students. In 2011, we peaked with 77 classes and 2,895 enrollments. Since then we have offered about 65 online courses annually enrolling just over 2,000 students.

Table H.4.1 Number of Courses Taught Fully Online, 2010-2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CHS	0	0	0	0	4	7	14
SOC	25	77	65	53	57	60	64

Table H.4.2 Total Enrollment, Fully Online Courses 2010-2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
CHS	0	0	0	0	53	216	329
SOC	704	2895	2118	1664	2069	1837	1734

Undergraduate Students

Student Quality. Unlike our graduate program—and unlike some other undergraduate programs in the University that maintain GPA cutoffs for admission to their programs—the Sociology and CHS undergraduate programs do not specially select our majors. Rather, we allow our majors to select us. Traditionally, the School of Sociology has a higher-than-average percentage of women, racial/ethnic minorities, first generation college students, and students who transferred into the U of A from junior colleges and community colleges. As Table H.5.1 below shows, the average Grade Point Average for a graduate from both our programs is just under a B (i.e., around 2.9). This basic metric for student quality has been quite stable over time, dating back through our last APR (i.e., to 2003). Students must maintain a 2.0 GPA in their major courses to continue in our programs. In contrast, the average GPA for SBS majors and the University as a whole is higher. We believe that this reflects long standing discrimination policies and under-funding of public schools for racial and ethnic minorities both in the state and elsewhere.

Table H.5.1 GPA for Graduating Sociology, Care/Health/Society, SBS, and U of Arizona Students

FISCAL YEAR: AUG, DEC, MAY	SOCIOLOGY		CARE, HEALTH, AND SOCIETY		SBS	U OF ARIZONA
	Undergrad Majors Completed	Average Graduation GPA	Undergrad Majors Completed	Average Graduation GPA	Average Graduation GPA	Average Graduation GPA
FY 16-17	97	2.89	93	2.95	3.08	3.16
FY 15-16	90	2.91	82	2.94	3.09	3.17
FY 14-15	96	2.94	22	2.73	3.08	3.16
FY 13-14	111	2.95	1	2.62	3.09	3.17
FY 12-13	127	2.93	N/A	N/A	3.08	3.18
FY 11-12	144	2.98	N/A	N/A	3.08	3.17
FY 10-11	140	2.94	N/A	N/A	3.09	3.20

Gender and Race/Ethnicity. The Sociology major has a long track record of serving students from diverse and under-represented backgrounds. For the field of Sociology, the traditional focus has been upon such issues as inequality, diversity, social problems, and community service has been a magnet for such students. Our decision as a School to establish a Care, Health and Society (CHS) Bachelors of Science has only further served this mission. CHS plays an important role in supporting the representation of diverse populations in the health professions.

The following two tables, Table H.5.2 and Table H.5.3., show that the gender and race/ethnicity composition of our undergraduate majors has become increasingly diverse over the past seven years.

Table H.5.2. Gender data for 2010-17 SOC and CHS majors

Year	Sociology		Care, Health, and Society		U of AZ Students ⁴¹	
	Female	Male	Female	Male	Female	Male
2010	60.2%	39.8%	N/A	N/A	52.1	47.9
2011	62.4%	37.6%	N/A	N/A	52.3	47.7
2012	65.3%	34.7%	N/A	N/A	52.3	47.7
2013	66.1%	33.9%	74.2%	25.8%	52.3	47.7
2014	68.4%	31.6%	84.1%	15.9%	52.0	48.0
2015	70.6%	29.4%	81.5%	18.5%	51.5	48.5
2016	66.7%	33.3%	82.9%	17.1%	51.6	48.4
2017	71.4%	28.6%	82.4%	17.6%	-	-

⁴¹ University of Arizona Factbook, 2016-17

Table H.5.3 Race and Ethnicity data for 2010-2017 SOC and CHS majors and U of AZ undergraduate students

Sociology Majors							
Fall Year	Black/African American	American Indian/Alaska Native	Asian/Asian American	Hispanic/Latino	Pacific Islander	White	Other⁴²
2010	9.7%	4.4%	4.4%	18.7%	1.7%	58%	3.1%
2011	8.5%	3.5%	5.6%	23.8%	1.6%	55.5%	1.4%
2012	6.9%	4.7%	4.7%	27.8%	1.7%	52.3%	1.9%
2013	7.8%	4%	6.5%	28.9%	2.5%	48.4%	1.9%
2014	6.9%	4.7%	6%	28.9%	1.3%	49.5%	2.7%
2015	9.2%	5.5%	3.1%	26.3%	1%	47.4%	7.5%
2016	12.5%	4.7%	3.1%	29%	0.5%	35.7%	14.5%
2017	9.5%	6.9%	1.6%	30.1%	1.6%	36.5%	13.8%
Care, Health, and Society Majors							
2013	12.9%	3.2%	6.5%	32.3%	0%	41.9%	3.2%
2014	9.5%	3.2%	7.1%	38%	0%	40.5%	1.6%
2015	8.1%	4.1%	7.4%	37.3%	1.1%	40.2%	1.8%
2016	8.4%	4.8%	7.8%	36.3%	1.2%	40.5%	1%
2017	8.3%	5.2%	6.9%	36.9%	1.6%	40.1%	1%
U of AZ Undergraduates⁴³							
2010	3.9%	2.9%	6.7%	19.2%	.6%	60.8%	6.0%
2011	4.1%	2.8%	7.2%	21.0%	.7%	58.6%	5.6%
2012	4.1%	2.7%	7.4%	22.3%	.7%	56.4%	6.5%
2013	3.3%	1.1%	5.6%	24.4%	.2%	54.5%	10.9%
2014	3.5%	1.1%	5.5%	25.2%	.3%	53.0%	11.5%
2015	3.8%	1.2%	5.6%	25.3%	.3%	52.1%	11.8%
2016	3.9%	1.2%	5.4%	25.8%	.3%	51.2%	12.2%

In regards to gender, the number of students in our Sociology major who identify as female has hovered between 60% and 70%, while our CHS program has attracted even higher numbers:

⁴² Unknown/Not specified/Non-resident alien/Two races. Note, the options available to students changed over time.

⁴³ University of Arizona Factbook, 2016-17

around 80%. The programs clearly have a larger percentage of females than found among undergrads at the University as a whole.

The story for race and ethnicity is similar, though it requires some interpretation. Between 2010 and 2017, the percentage of our undergraduate Sociology majors who identify as “White” has declined from 58% to 36%. Among CHS majors it is around 40%. The percentage of students from African-American backgrounds, American Indian/Alaska Native, Asian American, and Pacific Island backgrounds has fluctuated but not moved decisively in any one direction. **We have seen major growth in terms of students from Hispanic/Latino backgrounds (from 18.7% to 30%) and “other” (3% to 14%).** The former outpaces the University as a whole, and the latter is due to an increase in “not specified” among our Sociology majors. The CHS major was always heavily Hispanic/Latino (around 37%) compared to the rest of the University.

The increase in undergraduate Sociology majors of Hispanic/Latino heritage suggests a demand for courses related to issues such as immigration, race/ethnicity, and border studies. Three years ago we hired Christina Diaz who developed Sociology 355 (International Migration and Migrants). This past year, we successfully conducted a search for an assistant professor in the field of race/ethnicity, Dan Martinez, who should help to meet this demand via increased capacity for courses such as Sociology 260 (Race and Ethnicity) and Sociology 355 (International Migration and Migrants). Yet another recently hired assistant professor has just created a new General Education course on migration and migrants.

The University data do not shed much light, however, as to who are these latter “non-specified” students, who now constitute about one in seven of our Sociology majors. Conversations with faculty who teach required courses suggest that a good proportion of these are international students (previously classified as “non-resident aliens”). Moving forward, we as a School should think about ways to further recruit and serve such students. This could include offering classes on topics such as globalization, cross-culture issues, study-abroad opportunities, and so forth.

Honors students and courses. The School of Sociology provides opportunities for honors students to supplement the regular curriculum experience. Students in any class that is being taught by a faculty member may ask the instructor to help them design an independent program of study to satisfy the honors college’s requirements for honors credit. Both the Sociology and CHS programs, furthermore, and as shown in Table H.5.4, offer opportunities for honors students to engage in independent study projects supervised by professors, and to design and execute a honors thesis.

Table H.5.4 Honors Courses Available in the Undergraduate Programs

Course Number	Course Name	Units	Course Description
CHS 299H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.
CHS 399H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.

CHS 498H	Honors Thesis	3	An honors thesis is required of all the students graduating with honors. Students ordinarily sign up for this course as a two-semester sequence. The first semester the student performs research under the supervision of a faculty member; the second semester the student writes an honors thesis.
CHS 499H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.
SOC 299H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.
SOC 399H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.
SOC 498H	Honors Thesis	3	An honors thesis is required of all the students graduating with honors. Students ordinarily sign up for this course as a two-semester sequence. The first semester the student performs research under the supervision of a faculty member; the second semester the student writes an honors thesis.
SOC 499H	Honors Independent Study	1-3	Qualified students working on an individual basis with professors who have agreed to supervise such work.

Undergraduate advising. Students enrolled in both the Sociology and Care, Health and Society (CHS) degrees within the School of Sociology have access to general level advising in the Social and Behavioral Sciences (SBS). Within the School of Sociology, professors, graduate students, and other instructors are also expected to serve as advisers to students in a variety of capacities. These could include course selection, career plans, and further education such as graduate and professional schooling.

Of utmost importance, however, is that Sociology since its inception as a School rather than just a Department has since had its own professional adviser—John McNeil—located onsite to advise students on a full-time basis. While officially employed by SBS, John has an office from which he works full time right next to the Sociology main office. Having a full-time, on-site adviser allows us to achieve various synergies. On the one hand, John McNeil advises students from both the Sociology and CHS programs, such that he, more than individual faculty members or instructors, can intuit common themes and concerns among students in these two tracks. On the other hand, because John “belongs” to SBS, he enables us, the School of Sociology, to stay in touch with current program requirements within the college and university.

During a typical week, our adviser John McNeil schedules 20 hours of advising appointments, and 6 hours of walk-in advising. With an average meeting time of one half of an hour, this translates to John seeing approximately fifty students per week. In addition, John does a great deal of informal advising with students in the hallways, at School functions, et cetera. If anything, the advising needs are just barely being met by having one adviser on site. According to John, he is operating at “150 percent.” That is, he has a very heavy workload and would like to spend more time outside of one-on-one advising. For example, he would like to spend more time attending workshops and doing research on the ever-evolving structure of the undergraduate

curriculum. However, we recognize that two full-time advisers would be too many at this point. If the size of our undergraduate student population should continue to grow, then it would be necessary to revisit this question of “person power” for advising.

As it is, we are thinking about pursuing some ways to pursue economies of scale. For instance, John finds that he is often holding repetitive meetings early in the semester, as students seek information on topics such as declaring the major. These individual meetings could theoretically be combined into small group meetings (3-5 students) or even medium sized gatherings (10-15) that would feature a formal presentation such as a PowerPoint. A further advantage here would be that these presentations could be shared easily with faculty and instructors, many of whom are specialists in their field of study but are unfamiliar with the logistics of how students enter and progress through the program.

In short, having a full-time, on-site adviser is one of the big changes to our program since our last APR, and we judge it to have been very successful. Should further growth of our undergraduate programs continue, we have concrete plans to deal with it.

Student experiences. The School of Sociology conducts an annual exit survey of graduating students. This allows the School to collect valuable information on the undergraduate experience, along with students’ plans and aspirations. In this section we will consider some data from our most recent such survey, that of graduating seniors in the spring of 2017.

We ask of all graduating students the following question: “In general, how would you rate the overall experience of being a Sociology major at the University of Arizona?” Table H.5.5 below summarizes the responses to this question. Of note is that 51 of 52 graduates rated their experience as good to excellent. No students rated our program as poor in this assessment of overall quality. Questions regarding more specific components of the undergraduate experience—availability of academic advising (96% excellent to good), availability of faculty (92% excellent to good), availability of courses (90% excellent to good), and overall quality of instruction (88% excellent to good)—revealed similarly high levels of satisfaction.

Table H.5.5 Report of Sociology Undergraduate Student Experience, 2016-2017

Question	Excellent/ Good		Fair		Poor		Total
Overall experience of being a Sociology major	98%	51	2%	1	0%	0	52
Academic Advising	96%	50	2%	1	2%	1	52
General availability of Sociology Faculty	92%	48	8%	4	0%	0	52
General availability of courses in the School of Sociology	90%	47	10%	5	0%	0	52
Overall quality of Instruction	88%	46	11%	6	0%	0	52

In regards to our CHS program, over one third (35%) of our graduating seniors plan to enter the workforce (table available upon request). Nearly one quarter (24%) plan to begin graduate school in Nursing, Public Health, Social Work, or some other field. A surprising percentage (17%) of graduating seniors reported “no specific plans as of yet.” Our remaining graduating seniors reported that they are “taking some time off” or pursuing some “other” plan. Despite the diversity of plans after graduation, almost all (95%) of those surveyed reported that their training

and experiences as a CHS major would be “very useful” or “somewhat useful” in helping them to carry out their plans for next year. Approximately 94% of those surveyed indicated that their CHS internship would be “very useful” or “somewhat useful” in helping them to carry out their plans for next year.

Table H.5.6 Report of CHS Undergraduate Student Experience, 2017

Question	Excellent/ Good	Fair	Poor	Total			
Overall experience of being a major	97%	64	3%	2	0%	0	66
Academic Advising	97%	64	1.5%	1	1.5%	1	66
General availability of Instructors	92%	61	6%	4	2%	1	66
General availability of courses	94%	61	3%	2	3%	2	65
Overall quality of Instruction	91%	60	9%	6	0%	0	66

To date, it has been more difficult for the Sociology program to track systematically graduation outcomes. Most students report planning to enter the workforce after graduation (58% in our most recent survey). A minority (14%) plan on attending graduate or professional school, and in recent years we have seen our graduates successfully apply to schools such as UCLA, the University of Michigan, Penn State University, and the University of Pennsylvania, among others. To track students’ career and education trajectories systematically after they leave our program, however, we would have to build and maintain a database of School alumni. Given current staffing levels we do not anticipate being able to do so in a systematic way in the immediate future. However, when we ask graduating Sociology seniors directly, “To what extent do you think your training and experiences as a Sociology major will prove useful in your plans for next year?,” the majority (81%) of respondents agreed that their degree would help them somewhat or a great deal in their future plans:

Undergraduate Student Learning Outcomes Assessment

Expected Student Learning Outcomes. In Tables H.6.1 and H.6.2 below are enumerated the Expected Student Learning Outcomes for both our Sociology and CHS majors. These outcomes were created in consultation and compliance with the Office of Instructional Assessment (OIA). These learning outcomes are regularly reviewed and evaluated by the School of Sociology’s Undergraduate Studies Committee, the Director of Undergraduate Studies, and the Director of the CHS Program

Table H.6.1 Student Learning Outcomes for Sociology

Learning Outcome	Evaluation
Knowledge of social inequality	Students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge

Knowledge of social institutions	about how to critically evaluate arguments about and solutions to inequality and diversity in society.
Knowledge of how to think critically about social issues in contemporary society	Students will be able to demonstrate knowledge of the key social institutions in Sociology (the family, education, religion, work/economy, and/or law/political institutions) and their interconnections Students will be able to demonstrate critical thinking skills, complex reasoning, and written communication skills.
Knowledge of research methods and primary research evidence	Students will be able to demonstrate knowledge of research methods, techniques of social research, and primary research evidence, including the interpretation of basic statistics and/or direct research evidence from scientific journals

Table H.6.2 Student Learning Outcomes for Care, Health and Society (CHS)

Learning Outcome	Evaluation
Knowledge of the helping professions	Students will be able to demonstrate knowledge of the helping professions in contemporary society.
Knowledge of human suffering	Students will be able to demonstrate knowledge of human suffering and how issues related to human suffering are addressed in contemporary society.
Knowledge of health professional codes of ethics	Students will be able to demonstrate knowledge of codes of ethics in contemporary health and caring professions.
Knowledge of the social causes and social consequences of health and illness	Students will be able to demonstrate knowledge of the social causes and social consequences of health and illness in contemporary society.
Knowledge of research methods and primary research evidence	Students will be able to demonstrate knowledge of research methods and primary research evidence, including the interpretation of basic statistics and/or direct research evidence from scientific journals.

Assessment Activities. In consultation with the Office of Instructional Assessment (OIA), we have developed **curriculum maps** that allow us to link each and all of our School-specific learning outcomes to specific classroom activities and final student assessments.

For Sociology, we are using our four required courses (101, 300, 374 and 375) along with our exit survey to generate multiple possible data points for all undergraduate majors. See table H.6.3 below.

Table H.6.3 Assessment Measures for Sociology Courses

	Inequality	Institutions	Critical Thinking	Methods/Evidence
Soc 101		Final Exam*	Library Research Assignment*	
Soc 300	Written Essay*	Written Essay*		Final Research Project*
Soc 374				Quantitative Data Analysis Project*
Soc 375				
Exit Survey**	X	X	X	X

* Rubrics are used to evaluate these.

** Students self-assess their learning attainment.

For CHS, we have generated the following curriculum map.

Table H.6.4 Assessment Measure for CHS Courses

	Helping professions	Human Suffering	Professional Code of Ethics	Causes & Consequences of Health & Illness	Methods/ Evidence
CHS 204	Problem-based role-playing activities*				
CHS 303				Critical Literature Review*	
CHS 305		Nine-hour field observation*			
CHS 309				Written assignment*	
CHS 476					Quantitative Analysis of Health Data*
Exit Survey**	X	X	X	X	X

- * Rubrics are used to evaluate these.
- ** Students self-assess their learning attainment.

Assessment Findings. Our program has attempted to be proactive about generating and evaluating rubrics for assessments. For the past several years, we have worked collectively as a School to establish rubrics for linking *specific assignments* to *specific learning outcomes*. The overall goal is to establish, for both our Sociology and CHS programs, a single standard for assessing how well students are meeting our various learning objectives. To this point, we have asked instructors in the relevant courses to assess student outcomes according to a two category ordinal scale (Needs Improvement, versus Meets/Exceeds Expectations).

Table H.6.5 2017: Percentage of Students Meeting/Exceeding Expectations, Sociology

	Inequality	Institutions	Critical Thinking	Methods/Evidence
Soc 101		92%	88%	
Soc 300	87%	93%		
Soc 374				91%
Soc 375				80%

Table H.6.6 2017: Percentage of Students Meeting/Exceeding Expectations, CHS

	Helping professions	Human Suffering	Professional Code of Ethics	Causes & Consequences of Health & Illness	Methods/Evidence
CHS 204	94%				
CHS 303				87%	
CHS 305		93%			
CHS 309			85%		
CHS 476					63%

Table H.6.7 Self-Report Assessment of SOC Undergraduate Student Learning, 2017

Question	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Don't Know	Total

1. Achieved satisfactory knowledge of inequality	100%	52	0%	0	0%	0	52
2. Achieved satisfactory knowledge of institutions	100%	64	0%	0	0%	1	52
3. Achieved satisfactory knowledge of critical thinking	98%	40	2%	2	2%	1	52
4. Achieved satisfactory knowledge of methods and data evaluation	98%	66	2%	0	0%	0	52

Table H.6.8 Self-Report Assessment of CHS Undergraduate Student Learning, 2017

Question	Strongly Agree/ Agree		Disagree/ Strongly Disagree		Don't Know		Total
1. Achieved satisfactory knowledge of the helping professions	98%	65	0%	0	2%	1	66
2. Achieved satisfactory knowledge of human suffering	98%	64	0%	0	2%	1	65
3. Achieved satisfactory knowledge of health professional codes of ethics	95%	63	3%	2	2%	1	66
4. Achieved satisfactory knowledge of the social causes and social consequences of health and illness	100%	66	0%	0	0%	0	66
5. Achieved satisfactory knowledge of research methods and primary research evidence	94%	62	4%	3	2%	1	66

Changes Made in Response to Findings. The School of Sociology has been striving to use the findings of our learning assessments to improve our undergraduate experience. Of course, we have only recently begun to collect the relevant data. As more and more data return, we will further assess the stability of our teaching effectiveness and learning outcomes. At this point, we will highlight the following items on our agenda moving forward.

For both the Sociology and CHS majors, the data indicate that we are currently meeting our learning objectives for instructor-assessed rubrics. The rubrics that our instructors use all exceed an 80% threshold, with the exception of CHS 476. For this course we believe that our direct assessment data should be closer to those obtained for our other learning outcomes, which are much higher. These data could be explained by the nature of the learning objective: research and statistics courses are especially difficult for our CHS students. We thus are using the results of our rubric to be proactive; the Director of CHS and instructors in this program are continuing to think about how best to structure this course in regard to student abilities and best pathways to achieving positive student outcomes.

All of our self-reported student assessments are outstanding in the sense that almost all of our students report that they have achieved satisfactory knowledge of our learning objectives.

Conclusion.

As we did following the description of other parts of our program, let us now summarize the overall state—including successes and challenges—of the Undergraduate Program.

Successes.

First, the success of the CHS program in attracting students and majors has been phenomenal. In many respects it has provided our School a baseline of security moving forward, because the high demand for these courses ensures temporary funds (TAs) will continue flowing from the Dean's office.

Second, the School is highly diverse. Both majors are serving a high proportion of women and ethnic and racial minorities. The CHS program is particularly attractive to Latino/Hispanic students. This is a very important function of our undergraduate programs and finding ways to help out these students financially is a priority for us.

Third, we have successfully transitioned to online courses. Online courses came into their own during the most recent APR period. They are taught by graduate students and instructors/adjuncts, not faculty. They also 'fill,' more so than in-person courses. At first there were serious questions raised about their quality and ability to prevent fraud, but over time the faculty's fears have abated. The School now needs to decide if faculty should be encouraged to teach online as well.

Challenges.

First, the creation and subsequent rapid growth of our CHS program has been accompanied by a drop in the number of Sociology majors. While the total number of majors in our School is higher than ever, there is a concern among the faculty that the ratio of Soc to CHS majors should be more balanced. We are planning ways to shore up the Sociology major and possibly develop more applied major tracks, e.g., Inequality and Social Justice, Business and Society, Criminology. We will need to monitor this closely.

Second, more and more of our undergraduate courses are taught by adjuncts and lecturers instead of faculty and graduate students. While some do not see this as a serious problem, others do. The School may be heading in the direction of having an 'undergrad' and a 'graduate' faculty. Some faculty believe that the overall quality of the School suffers when faculty do not teach undergrads *and* grads. Others feel that faculty have already turned over the undergraduates to grad students and that hiring 'professional teachers' may enhance quality. The debate continues.

Third, there is concern that the Care, Health, and Society program is not well integrated into the School and has become the domain of its Director and adjuncts/lecturers. Recognizing this, an effort has been made to involve more faculty in teaching the CHS curriculum, and the CHS program has remained under the authority of the Undergraduate Studies Committee. Also there is the curriculum. The CHS major requires many 'science' courses and is a pre-professional

degree in many respects. Thus our faculty and graduate students are not really qualified to teach the entire curriculum. The governance of this program needs to be re-examined.

Fourth, the School would benefit from attracting more Honors students and 'high achievers.' The best of our students can compete with anyone nationally. However, the average GPAs of our students are below other SBS units and the University as a whole. More investment of faculty time in the Honors program may be the answer.

SECTION I

GRADUATE STUDENTS, DEGREE PROGRAMS AND OUTCOMES

Graduate Degree Programs

The graduate program in Sociology offers the M.A. and Ph.D. degrees, and the UA has assigned the same CIP code to all the SOC degree programs (B.A., M.A., Ph.D.): CIP 45.1101.

Our goal is to train doctoral students for careers in research and teaching, and our program has been designed with that objective in mind, although in recent years, we also have become more attentive to various non-academic markets, in which we also place students. We do not admit students who are interested only in obtaining the M.A. degree, although we do award terminal M.A. degrees to students when they or their faculty advisers believe their continuation in the program is not warranted. We have no other graduate degrees at this time.

Compared with other Sociology departments nationally, our School is small in the number of faculty and mid-size in terms of the number of graduate students. We admit cohorts of 5 to 8 students each year; 50 to 58 were in residence over the last seven years. We have chosen to emphasize a set of related areas in which we have exceptional faculty resources, but these are quite varied. We have no concentrations, centers or institutes as there often are at other institutions. The program is designed around these areas of faculty strength, and students typically specialize in one or more of these.⁴⁴

As we documented above, our faculty is internationally prominent, and each of the subfields of Sociology in which we train students is represented by at least one faculty member who is a leader in his or her field. Our major fields of study have been Culture, Organizations/Occupations/Work, Social Statistics and Methods, Stratification, Political, Social Networks, Law and Society, World Systems, and Social Movements. New hires since our last APR, in addition to the promotion of excellent assistant professors, have added new strengths in Health, Race and Ethnicity, Education, Demography, Family, Environment, and Migration, and contributed to existing strengths in Methods/Statistics, Stratification, Political, Law, and Culture.

Our graduate program provides an excellent basis for recruiting and training graduate students for careers in Sociology. The program provides a core curriculum in theory (three credits), statistics (six credits) and methods (three credits), exposure to several substantive areas corresponding to the strengths of the School's faculty (at least twelve credits), exposure to advanced methods/statistics (three credit), systematic preparation for teaching at the University level (one credit), and professional socialization.⁴⁵ Nine credits outside the Sociology program are allowed to count toward the Ph.D.

⁴⁴ For more details on this or any other aspect of our Graduate Program, see our *Graduate Program Handbook*, reproduced here as Appendix H.

⁴⁵ Professional socialization includes three one-credit courses: Oral Presentations, Introduction to Graduate Studies, and Negotiating the Job Market. We also provide a three credit course to help shepherd graduate students systematically in writing a dissertation proposal. We developed two separate practicum-style courses, one to be taken in the second semester of the second year, for graduate students crafting the front end of their M.A. papers and one to be taken in the first semester of the fourth year, to help structure task assignments that would help students

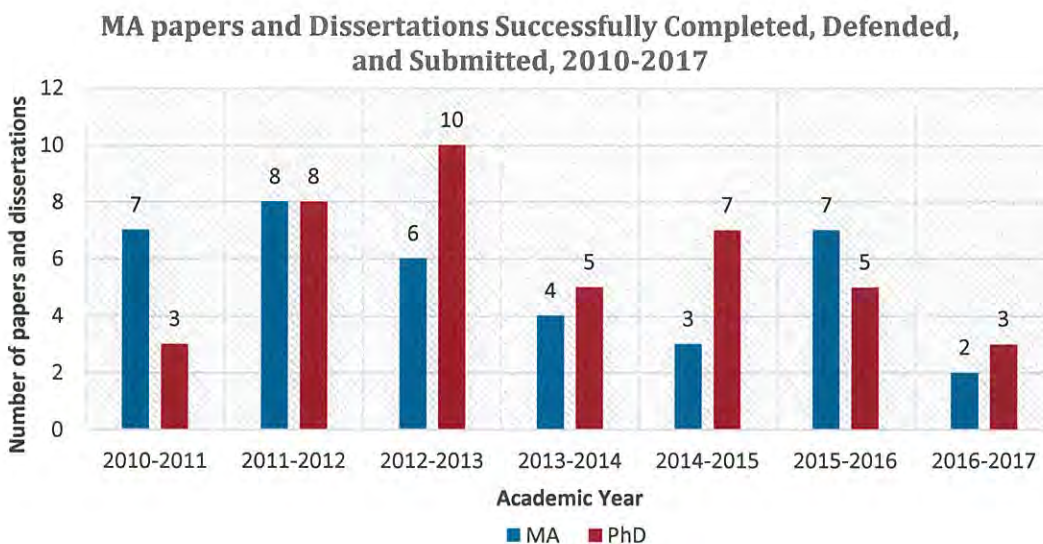
degree. To complete the M.A. requirements the student must do a major paper that engages some sociological issue and take an oral exam. To complete the Ph.D. requirements the student must take written and oral comprehensive exams, defend a prospectus, complete a dissertation, and pass a final oral defense. We will describe each component of this program of study below.

The high quality of our graduate program is reflected in national rankings (as discussed in previous sections), graduate students successes in obtaining funding/fellowships and getting published, and most importantly in job placement. We will describe these in more detail as well.

Graduate Program – Curriculum and Courses

Degrees granted. Figure I.1 presents information on the number completing the degrees. There is variation in the number of M.A. degrees, because cohort sizes differ and some students come in with a master’s thesis and petition out of the otherwise required M.A. paper. The frequencies describing the completion of the Ph.D. are also uneven, not only because cohorts are of different sizes, but because dissertations require varying amounts of time to complete. Over the seven year period, we averaged 5.3 M.A.s per year and 5.9 Ph.D.’s per year.⁴⁶

Figure I.1 MA Papers and Dissertations Successfully Completed and Defended 2010-17



working toward their dissertation proposals move more expeditiously toward a completed dissertation proposal. However, because we do not have sufficient faculty to staff two such practicum style courses, we now combine the two sets of students into one practicum style course that maintains the flexibility to serve students at both the M.A. and Ph.D. stage.

⁴⁶ For a given academic year we begin with graduation in the fall and end with graduation at the end of the summer of the following year. The data come from the School’s student records.

Table I.1a Six Year Completion Rates: Fall 2005 to Fall 2011 Cohorts

Plan Description	Gender	Cohort Start Year Count	Completion Within 6 Years	Completion Rate
Sociology	F	24	0	0.0%
	M	19	3	15.9%
Grand Total		43	3	7.0%

Table I.1b Eight Year Completion Rates: Fall 2005 to Fall 2011 Cohorts

Plan Description	Gender	Cohort Start Year Count	Completion Within 8 Years	Completion Rate
Sociology	F	24	11	45.8%
	M	19	10	52.6%
Grand Total		43	21	48.8%

We next computed the six and eight year completion rates. For this we looked at every student who started our program from fall 2005 to fall 2011 and counted up the number of years until they received their Ph.D. The six year completion rate is very low; only 3 students (7%) accomplished this feat. The eight year completion rate is higher – about half.

Looking at all 41 students who received their Ph.D.'s since 2010, the median number of years to complete the degree was 7.3 (minimum = 4.7; maximum = 11.3).⁴⁷ Of the 47 students who received their M.A. since 2010, the median number of years to complete the degree was 2.0.

Sufficiency of Courses in the Grad Program. As is clear from Table I.2, we have offered a wide variety of graduate courses across the years. To begin with, required courses have been offered every year. Courses are ranked based on the needs of students planning to take various comprehensive exams and also on the availability of instructors to teach the courses. Since we only have a Ph.D. program these two factors drive course offerings.

⁴⁷ The data on the APR dashboard did not include all our graduates, so we calculated the number of days that a student was enrolled in the Ph.D. program from matriculation to graduation and divided by 365. We then took the median.

Table I.2 Sociology Graduate Seminars, 2010-17

Seminar Topics	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Advanced Social Research Methods	x	x	x	x	x	x	x	x
Advanced Social Statistics	x	x	x	x	x	x	x	x
Advanced Topics in Big Data Techniques for Social Sciences							x	
Advanced Topics in Data Management in Stata				x				
Advanced Topics in Environmental Inequality and Justice			x					
Advanced Topics in Inequality and Health						x		x
Advanced Topics in Internet Research Methods			x					
Advanced Topics in Migration and Inequality								x
Advanced Topics in Organizational Analysis	x		x					
Advanced Topics in Social Movements Research							x	
Advanced Topics in Sociology of Knowledge	x						x	
Advanced Topics in Stratification		x						x
Advanced Topics in The Family		x					x	
Basic Quantitative Methods	x	x	x	x				
Comparative Methodology	x							
Core Issues in Environmental Sociology						x		
Economic Sociology		x		x		x		
Field and Observational Methods			x				x	x
Formal Models of Cultural Analysis	x			x		x		x
Gender and Labor Markets								x
Gender and Society		x				x		
Graduate Teaching Seminar**	x	x	x	x	x	x	x	x
Graduate Training: Oral Presentations**		x	x	x	x	x	x	x
Introduction to Graduate Study**	x	x	x	x	x	x	x	x
Law and Society				x				
Negotiating the Job Market**		x	x	x	x		x	x
Objects and Methods of Cultural Analysis	x							
Organizational Theory		x		x		x		
Political Sociology			x		x		x	
Population Studies			x					
Programming for the Social Sciences						x		
Punishment and Society							x	
Race and Ethnicity								x
Research Methods for Social Network Analysis	x		x		x		x	
Research Process Seminar			x	x	x	x	x	x
Social Movements and Collective Action		x			x			x
Social Network Analysis		x				x		x
Social Relations, Groups and Networks	x		x					
Sociology of Culture		x			x			x
Sociology of Knowledge, Ideas, and Innovation					x			
Social Statistics*	x	x	x	x	x	x	x	x
Social Theory*	x	x	x	x	x	x	x	x
Stratification and Class				x			x	
The State and Social Policy						x		
Theories and Research in Social Psychology	x							
Theory and Research in the Nonprofit Sector	x		x		x		x	
World-System Theory and Research						x		
Work and Professions					x			

*Core required courses (Theory and Methods are three credits each; Social Statistics is a six credit two-course sequence)

**Teaching and professional development courses (1 credit each)

The Program of Ph.D. Studies. Broadly speaking, students develop a command of the field by taking courses, writing and orally defending a master's paper, writing and orally defending preliminary examinations in two of 14 areas, and, of course, writing and orally defending a doctoral dissertation.⁴⁸ Students work closely with faculty at each of these stages, especially in research leading to the master's paper and dissertation. Beyond these requirements, all students are expected to conduct research, both individually and with faculty members, that results in presentations at professional meetings and publications in refereed journals. From the time that students enter the program, the School emphasizes that the Ph.D. is a professional research degree and that all students are expected to engage in research outside of, as well as in conjunction with, their degree requirements.

All students in our graduate program take a core curriculum of four required courses in research methods, statistics (2), and sociological theory. They then design a course of study, in consultation with their faculty adviser, which includes additional methods/statistics electives relevant to their interests, and a seminar that prepares them for teaching. We note that while we require one research methods course and two statistics courses, students are also required to take an additional advanced methods/statistics course of their choosing. Our faculty members' expertise in this area means that many electives are available. These include, for example, network analysis, observational fieldwork, causal inference, structural equation modeling, categorical data analysis, computational methods, and formal methods of cultural analysis.

In a typical semester, we offer four or five graduate seminars in addition to the required courses. Most seminars have between six and twenty students, with most students coming from our own program but up to a third of the class sometimes coming from other graduate programs on campus (including Anthropology, Business/management, Communications, Education, Law, Nursing, Government and Public Policy, and Resource Management among others). Table I.1 presents information on the topics of graduate seminars offered in recent years.

Training students to be effective teachers is also an important part of our program. All students have the opportunity to be teaching assistants during their first 2-3 years of graduate school and by year 4, virtually all students are teaching their own courses either during the summer sessions or school year. We also require a one credit teaching practicum (Soc 596c) that students typically take in the second semester of their second year to help them prepare to teach their first summer course. Syllabi developed by graduate students for their first and subsequent courses are reviewed by the Undergraduate Studies Committee. Graduate students teaching for the first time are evaluated by the Undergraduate Studies Committee.

We also offer a series of courses designed to help professionalize graduate students, assist them with degree requirements, and integrate them into the discipline and academic profession. For graduate students in the first semester of their first year, we offer Soc 595a – Introduction to Graduate Study (1 credit). This course introduces students to the graduate training sequence, opportunities in the School and at UA more generally, and other aspects of making a career in Sociology beyond the Ph.D. We have recently developed a research workshop (Soc 696d) for

⁴⁸ The 14 subfields for which we have exams and reading lists can be found at: <https://Sociology.arizona.edu/graduate/reading-lists>

second year students that will guide them through the MA thesis process (3 credits). Fourth year graduate students can also take this workshop and use it to develop a high quality and feasible dissertation proposal. In addition, the Director of Graduate Studies teaches two 1-credit courses, Soc 595b and Soc 595c. The first provides practical training and experience giving oral research presentations; the second provides guidance in crafting all of the elements of a job market packet and in negotiating job market processes for both academic and non-academic jobs. The latter course gives students feedback on their vitae and other job application materials, develops descriptions of the candidates for circulation among faculty, allows students to anticipate their contacts with potential employers, and provides a venue for initial practice job talks. Student reactions to this workshop-style course have been enthusiastic, and we think that it has helped to produce a uniformly well-socialized set of job applicants from the Arizona program.

Active Learning Strategies. In terms of active learning strategies, our graduate students are involved in a host of informal arenas for learning, many of which they have instigated themselves. Through the use of independent studies and research assistantships, students are heavily involved in conducting research with faculty and with each other, resulting in a plethora of publications and successful grant proposals. We also have instituted a course, Soc 900 that provides three credit hours for collaborative faculty-graduate student research that is unrelated to either the M.A. paper or dissertation. Graduate students regularly attend our weekly brown bag lecture series and School workshops that typically meet six times each term. Students have organized ad-hoc study groups for comprehensive exams. They also have organized dissertation writing groups, and have instigated and actively maintained a Feminist Theory Group that meets off-campus once per month.

We have a strong tradition of research collaboration between graduate students and faculty. We encourage students and faculty to develop apprenticeship relationships in which students learn the research enterprise by working closely with one or more faculty members, initially as research assistants and subsequently as collaborators on coauthored projects. We strive to encourage effective faculty-student relations from the beginning of a student's graduate career by assigning students as graduate teaching assistants to faculty members who share their research and teaching interests. Our policy of dividing most non-service fellowships among first-year students, allowing them half of their funding from non-service sources while retaining a 10-hour per week assistantship requirement, assures that even fellowship students will have regular contact with at least one faculty member outside of their course work and their regular advising by the Director of Graduate Studies and by first year advisers assigned by the Director of Graduate Studies to capitalize on common interests between incoming students and various faculty members.

Instructional Technology. D2L (“Desire to Learn”) is used by most faculty in their graduate courses to post course readings, host discussions, receive assignments, access class lists, and post grades. PowerPoint presentations, YouTube videos, other internet websites, statistical programs, and computer labs are used when appropriate. Faculty typically do not use clickers or Top Hat in graduate seminars because the number of students is small, and there is plenty of teacher-student interaction. Final assignments are usually papers or take-home exams so administering online proctored exams does not apply. Making comments on students’ papers and assignments is typically done online now.

Online Courses. None of the courses in our graduate program are currently offered online. However, we are considering an all-online M.S. degree in Care, Health, & Society. This would go into effect in August, 2019 if implemented. Now that concerns of other participating units have been met, we anticipate that the graduate committee and faculty will approve this program. The program will be vetted by our Graduate Committee in spring, 2018.

Resources Available to Graduate Students. Graduate students are provided with office space, desks, and chairs, and phones for local use on the fourth floor of the Social Science Building. Their offices are interspersed with faculty offices. Photocopying is only available for teaching purposes (not their own coursework or research), and the School does not supply students with personal computers. However, the School gives grad students vouchers it earns from the bookstore so that the students collectively can buy office supplies and office machines.

The School is able to provide \$500 for travel funds to each student per year. Students can also apply for travel funds for research to the Social and Behavioral Sciences Research Institute. They can apply to the Graduate and Professional Student Council (GPSC) for travel and event registration fees for research, workshops, conference presentations/attendance, experiential learning (e.g., internships), and study abroad. The GPSC will fund up to \$750 a year per student for domestic travel and \$1,000 a year for international travel, but students can only receive one award per fiscal year.

The Graduate College either directly or indirectly through the College of Social and Behavioral Sciences offers some fellowship money to recruit outstanding first year graduate students and/or to support outstanding students in the writing of their dissertations. When these awards are made on a competitive basis (as, for example, are the SBS Dissertation Completion Awards for students working on their dissertations), the School of Sociology has been aggressive in nominating students, and our students have been quite successful in getting these awards. The School of Sociology also has been aggressive in nominating eligible students for awards such as the Peter Likins Fellowship that goes to fund an excellent graduate student who has triumphed over disadvantage and other challenges in entering graduate school. Since the last APR, we have received this University wide fellowship award for two of our students. Likewise, our students have been quite successful in competing for internal research grants such as the SBSRI Dissertation Grant. Our students also have competed aggressively for awards made to fund interdisciplinary research by the Confluentcenter for Creative Inquiry. We have had some success in that arena too. There are several sources of funding for first-year graduate students. We will describe these in detail in the section on Graduate Students.

Minors. As Table I.3a shows, most of our Ph.D. students do not choose to minor in another discipline. Since 2010, only one of our graduates minored in Latin American Studies, one in Women's Studies, and one in Cognitive Science. However, many of our students are taking ten credits of coursework offered by the Office of Instruction and Assessment to gain a Certificate in College Teaching which they will use as a way to market themselves to potential employers. In addition, one student, currently completing her Ph.D., also completed a J.D. at the UA's Rogers College of Law. While no formal joint J.D.-Ph.D. program exists, with our colleagues in law, we have in a *de facto* way crafted such a program and may formalize this in future.

Table I.3a Sociology Ph.D. Recipients with minors in other areas

Degree	Academic Year	Minor	Number of Graduates
PH.D.	2012	Latin American Studies	1
	2014	Women's Studies	1
	2017	Cognitive Science	1

In Table I.3b we see that many students who have received their Ph.D.'s from other units minor in Sociology. Our courses have been popular with students from Management, Higher Education, Communication, and Government and Public Policy among others.

Table I.3b Ph.D. Recipients outside Sociology with minors in Sociology⁴⁹

Degree	Academic Year	Number of Graduates
PH.D.	2010	6
	2011	2
	2012	7
	2013	10
	2014	4
	2015	7
	2016	5
	2017	2

Graduate Program Handbook. The link to the Graduate Program Handbook is <http://sociology.arizona.edu/graduate>. The Handbook is also in Appendix H. This version of the Handbook has been examined and approved by Dianne Horgan, Senior Consultant for Graduate Education.

Graduate Students

⁴⁹ To minor in Sociology grad students must take twelve credit hours with a grade of B or better in Sociology, pass a comprehensive exam in a subfield of Sociology, and have a Sociology faculty member as a Minor adviser. See page 22 of the Graduate Program Handbook (Appendix H) for more details.

Recruitment & Quality. The University of Arizona's School of Sociology competes aggressively to recruit new graduate students. Our competition for top students is stiff, and at least in years past, we've been able to compete effectively.

Our recruitment strategy tries to capitalize on competitive advantages we do have – lovely geographical location, especially in winter! – and a diverse but also tight-knit, cordial and mutually respectful faculty and staff community that is highly oriented toward graduate student training and mentoring. Both faculty members and current graduate students are actively involved in recruitment. The Director of Graduate Studies and other members of the faculty use their personal networks to encourage top undergraduate students to apply to the UA. The Graduate Studies Committee reviews and admits applicants and prioritizes those we admit. The Director of Graduate Studies, our Administrative Manager Vienna DeLuca, and our Program Coordinator, Senior, Raquel Fareio, coordinate and encourage faculty members to contact all admitted students by e-mail and telephone. Graduate students likewise contact the prospective students individually, as does the Director of Graduate Studies. We spend a considerable amount of time in e-mail and telephone conversations with prospective students, making them aware of opportunities at UA and responding to their particular profiles, interests, issues and concerns. We also have a recruitment weekend when we fly out prospective graduate students to visit the campus. Usually this is early in March. Typically prospective students are given \$400 in travel funds, their meals are paid for, they stay at the homes of current graduate students, they meet with faculty, and they are given tours of various Tucson points of interest.

To fund incoming students we have several sources to which we turn. First, there are teaching assistantships (TAs) which can be up to half time (20 hours a week). In addition to the stipend, a TA covers tuition and health benefits. Second, we also nominate prospective first year students for the prestigious and generous University Fellows Award. In year one, the University Fellows Award includes \$30,000 (which includes a summer stipend), base graduate tuition in fall and spring, and Coverage under the UA Student Health Insurance Plan. In year two, it provides \$500 for attending conferences or professional development activities, and in year three, \$2,500 for collaboration in a grand challenge symposium (which is optional). Third, the Graduate College also funds first year students who are either first generation college graduates or have suffered some severe hardship (Graduate Access Fellowships). The stipend here is between \$4,000 and \$8,000 a year, and typically the School will couple this with a .25 TA which then provides tuition and health benefits at no cost to the student. Fourth, the College provides fellowship funds for incoming students. This year we distributed \$42,456 mostly to incoming first-year students to augment our modest TA stipends.

Information on the number of applications and the percent admitted, and the percent of those admitted who enrolled, is presented in Table I.4. We admit an average of 28% of those who complete their applications, and of those some 42% accept our offer and enroll.

Table I.4 Applications and Admissions to the Graduate Program 2010-2017

Year	Total Completed Applications	Completed Domestic Applications	Number Admitted	Number Admitted and Enrolled	% Admitted	% of Admitted who Enrolled
2010	87	76	15	8	17%	53.3%
2011	105	69	19	9	18%	47.4%
2012	70	49	18	7	25%	38.9%
2013	45	31	17	5	38%	29.4%
2014	44	30	19	10	43%	52.6%
2015	81	58	16	7	20%	43.8%
2016	52	35	16	5	30%	31.3%
2017	63	43	18	7	29%	38.9%

This past spring we lost students to Wisconsin, Indiana (2), Texas (2), Notre Dame (2), Duke, Oregon (2), and USC. The funding packages we are able to provide are modest compared to other publics and certainly the privates (we discuss differences in stipends across schools below). While many schools are now offering six years of support, we can only guarantee five. In their response to our query as to why they did not attend Arizona, the ‘turn-downs’ complimented us on our recruitment weekend, but the most common reasons for going elsewhere were ‘fit’ with their interests, our small size, and our national ranking. They were afraid that faculty tend to leave Arizona for ‘greener pastures,’ and that they may not receive adequate mentorship.

Table I.5 Average GRE Scores of Entering Graduate Cohorts, Sociology and SBS 2010-2017

Year	Sociology Ph.D. Students who Matriculate in Fall				SBS Ph.D. Students who Matriculate in Fall (excluding Sociology)			
	Quantitative Scores		Verbal Scores		Quantitative Scores		Verbal Scores	
	Average Score	Average Percentile	Average Score	Average Percentile	Average Score	Average Percentile	Average Score	Average Percentile
2010	706	59 th	611	85 th	-	-	-	-
2011	651	43 rd	560	75 th	-	-	-	-
2012	156	63 rd	162	90 th	-	-	-	-
2013	155	59 th	161	88 th	154	55 th	161	88 th
2014	156	63 rd	160	85 th	152	47 th	159	82 nd
2015	154	55 th	159	82 nd	152	47 th	160	85 th
2016	151	43 rd	157	75 th	152	47 th	158	80 th
2017	159	73 rd	159	82 nd	153	51 th	159	82 nd

Quality of the Incoming Graduate Cohorts. A way to assess the quality of the graduate program is to evaluate GRE scores of Ph.D. incoming cohorts and compare them to other programs in SBS (see Table I.5). When compared to other Ph.D. programs in SBS the GRE scores for incoming cohorts for Sociology are either comparable (verbal) or higher (quantitative) than other

units. The most recent Sociology cohort is most impressive. However, the quantitative scores of recent cohorts are lower than the quantitative scores of cohorts in the previous study period.

Gender and Race/Ethnicity Composition of Students. Table I.6 shows that about 61% of the students who matriculated over the years were female, and 39% male. However, these numbers fluctuated greatly depending upon incoming cohort. Table I.6 also presents data on underrepresented minorities (Blacks, Asians, Hispanic/Latinos, American Indian/Alaskan Native).⁵⁰ Tallying across cohorts, we see that about 61% of the students were White. However, the percent non-White fluctuated from 60% to 20% depending on the cohort. The School and Dean’s office are very sensitive to diversity issues, but it has often been difficult to recruit top underrepresented minority graduate students. There is no question that we need to step-up our effort. Having recruited two Hispanic junior faculty members and working on an offer to an African-American faculty member should help us in our effort to recruit non-White students.

Number and Adequacy of Stipends and Assistantships. We have several observations to make regarding stipends and assistantships. First, we did calculations on the stipends associated with a UA .50-TA over the years. In Figure I.2 we see that the value in constant dollars has been going down since the early 1999 with a slight uptick since 2013 but another downturn from 2016 to 2017. We make a distinction between graduate students with their M.A. in Sociology and those without. The stipends for each have converged over time.

Table I.6 Gender and Race/Ethnicity Composition of Students by Incoming Cohort

Cohort Year	Female	Male	Black	Asian	Hispanic/Latino	American Indian/Alaska Native	White	Not Specified	Total Students
2010	5 62.5%	3 37.5%					6 75.0%	2 25.0%	8
2011	7 70.0%	3 30.0%	1 10.0%				7 70.0%	2 20.0%	10
2012	4 57.1%	3 42.9%	1 14.3%				5 71.4%	1 14.3%	7
2013	2 40.0%	3 60.0%		1 20.0%	1 20.0%	1 20.0%	2 40.0%		5
2014	5 50.0%	5 50.0%		3 30.0%	1 10.0%		4 40.0%	2 20.0%	10
2015	5 71.4%	2 28.6%		1 14.3%		1 14.3%	4 57.1%	1 14.3%	7
2016	4 80.0%	1 20.0%			1 20.0%		4 80.0%		5
2017	4 57.1%	3 42.9%		3 42.9%			4 57.1%		7
Total	36 61.1%	23 38.9%	2 3.4%	8 13.6%	3 5.1%	2 3.4%	36 61.0%	8 13.5%	59

⁵⁰ Note that international students are coded by their race/ethnicity. Thus Asian includes not only Asian-Americans but students from East Asia as well, and Hispanic/Latino includes at least one student from Mexico. Thus our efforts to recruit U.S. minorities are worse than it appears.

Second, it seems that our stipends are comparable to some major public universities (Indiana and Minnesota) but not others (Penn State and Ohio State) (see Table I.7). Indiana and Penn State offer summer stipends for students, and three of the four schools offer 5 years of support, while Ohio State offers 6. We recently have learned that Purdue University and the University of California-Irvine too offer 6 years of guaranteed graduate student support. Clearly Arizona has room for improvement on all three fronts: salary, summer support, and years of support.

Third, as noted above, there are a variety of other ways to augment graduate student TA salaries. There are Graduate School Fellowships, Graduate School Access Fellowships, SBS fellowship funds, Graduate Tuition Scholarships, and, when money is available, the Conrad Fund (funds can be used for graduate and undergraduate students). The Tuition Scholarships pay for tuition in the cases where a student gets funded but there is no tuition remission (e.g., receiving funding from the Conrad Fund or getting a .25-TA). For example, a typical first year student may get a .25-TA, SBS fellowship funds (or Access funds) to equal the amount that a .50-TA would pay, and a Tuition Scholarship. SBS fellowship funds and tuition remission can be given to any graduate student enrolled in the program.

Figure I.2 Sociology Graduate Student Stipends over Time (2017 dollars)



Table I.7 Sociology Graduate Student Stipends, 2017 – Comparison

Graduate Program	Years of Guaranteed Funding	Avg. Yearly Stipend	Summer Stipends (after 1 st year)
University of Arizona	5	\$16,250 pre-MA, \$16,500 post-MA	None
Indiana University	5	\$15,250 pre-MA \$16,250 post-MA	\$1,700
Penn State University	4 with M.A.s; 5 without M.A.	\$20,520	\$3,000
University of Minnesota	5	\$17,000	None
Ohio State University	6	\$21,576 pre-MA \$21,960 post-MA but pre-candidacy \$22,572 post-candidacy	Sometimes

Unfortunately, we do not have year-by-year data on how many students have TAs, RAs, fellowship funds, or have received less than .25-level time. Frankly, students' funding packages now are very complicated with a mix of TA-ships, RA-ships, fellowship funds, and funding from other units on campus (TAing for SBS stats courses, RA for faculty, or teaching courses in other units). However, we can summarize statistics for the current collection of graduate students for fall, 2017. For the seven students in their first year, four have .25-TAs plus fellowship funds and a tuition scholarship, two have .50 TAs plus either fellowship or access funds, and one is supported by an external funder. For the ten students in their second and third years, six have .50-TAs, three have RAs, and one has fellowship support (one additional student is on a leave of absence). The twenty-one students in the fourth through seventh years have a mix of TAs where they are the instructor, TAs where they assist with a course, RAs, and fellowships, but all have at least a total of a .50 appointment. The 13 students in their eighth, ninth, and tenth year have TAs where they teach, RAs, they have moved away from Tucson and have employment somewhere else, or they are living off of savings and/or parents' support. Funding beyond the seventh year is very precarious and is heavily dependent upon Ph.D. students teaching undergraduate courses.

Table I.8 shows how the number of courses taught by graduate students is declining (from 1.88 per grad student to 1.31 per year) and graduate students taught only 47.6% of the courses in 2016-17 compared to 71.2% in 2010-11. The number of courses per faculty member has remained about the same (2.3) and the percent of courses taught by faculty has shrunk somewhat (from 28.8% to 25.9%). In contrast, the number of courses per lecture/adjunct and the percent of courses by adjuncts and lecturers has increased from 0.0% in 2010-11 to 26.6% in 2016-17. Most of this increase is the result of new courses in CHS and the BGS Sports and Society courses.

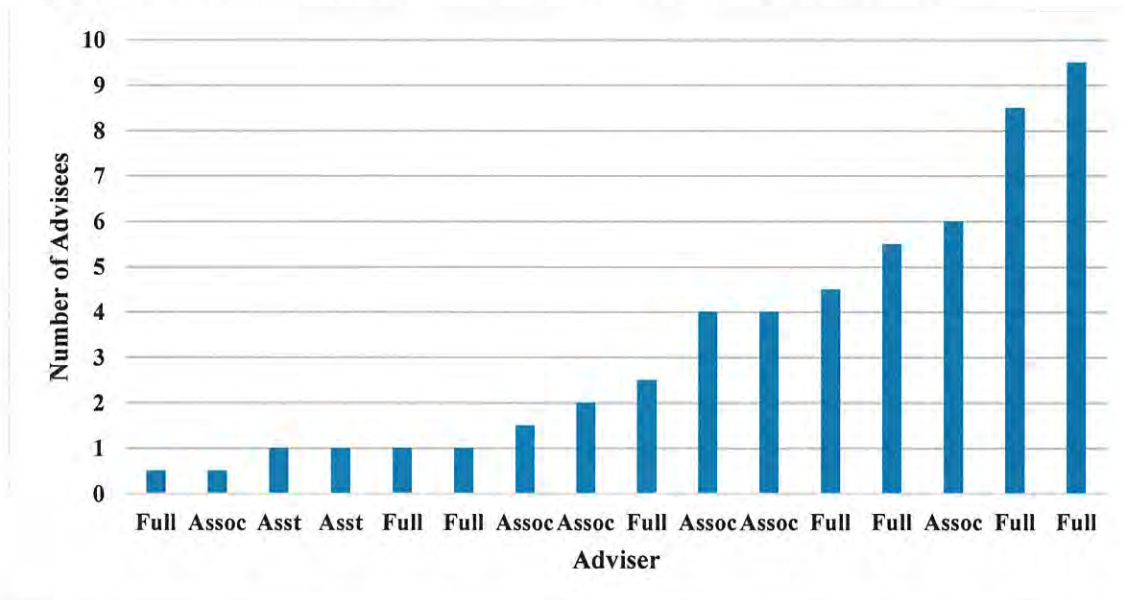
While funding for students up through the seventh year has been available, we are worried about the future. First, we had a high level of grant activity during the APR period which helped support RAs. That may decline in the near future. Second, our Sociology majors are declining and our Sociology courses are not filling. Thus our TA funding may be cut. Third, as the CHS

courses have multiplied, they are being taught more by adjuncts rather than by regular faculty or graduate students, although some graduate students have now taught and TA'd in the program. Lecturers and adjunct faculty are typically less expensive than grad students to employ, and we need to resist the temptation to economize at the risk of jeopardizing our grad program.

Table I.8 Ratios of Various Personnel Categories to Courses Taught, 2010-11 to 2016-17

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tenure eligible/Tenured Faculty	Numbers	17	16	16	16	15	15	16
	Courses	38	35	40	33	33	35	37
	Ratios	2.24	2.19	2.50	2.06	2.20	2.33	2.31
Graduate Students	Numbers	50	50	58	52	55	54	52
	Courses	94	92	88	68	82	70	68
	Ratios	1.88	1.84	1.52	1.31	1.49	1.30	1.31
Lecturer/Adjuncts	Numbers	1	1	1	5	8	5	9
	Courses	0	1	7	9	19	17	38
	Ratios	0.00	1.00	7.00	1.80	2.38	3.40	4.22

Figure I.3 Distribution of Advisees across Faculty by Rank, Fall, 2017



Faculty supervision and time to degree. The data in Table I.8 also showed that the ratio of students to faculty increased somewhat over the years. In 2010-11 it was 2.94; in 2016-17 it was 3.25. Over the period it averaged 3.35, so it is going down somewhat. This is similar to the previous study period, because the numbers of faculty and graduate students have stayed roughly the same. However, the advising responsibilities are highly skewed. In Figure I.3 we tallied the

number of advisees each of the current 18 faculty members advised in fall, 2017.⁵¹ We see that the bulk of the advising is done by four full professors and one associate. Partly this is due to these faculty bringing in grants and employing students, teaching many seminars, being around for many years, and absorbing students who were abandoned by faculty leaving, retiring, or not wanting to work with them for any number of reasons.

As noted above, the median time to Ph.D. degree is now 7.3 years, up from 6 years reported in the previous APR. We are working to bring this number down and have a course, Sociology 696d, designed to get students started on choosing a topic and formulating a feasible research design such that their dissertation can be completed in a reasonable amount of time. Two of the main problems are that students often have not clearly formulated a dissertation question by the end of their third year and students feel considerable pressure to publish and have devoted their time and energy to working on articles with other students, faculty members, and alone. Perhaps recruiting more students with an M.A. will shorten the time to completion.

Our graduate student placements are listed in Appendix I. We include their first placement and their current employment as of fall 2017. We had some excellent placements during the last seven years.

- 2012 (Assistant Professor, Sociology, University of South Carolina; Assistant Professor, Sociology, University of California Riverside)
- 2013 (Assistant Professor, Sociology, George Washington University; Assistant Professor, Sociology/ Social Work/Criminal Justice, Idaho State University)
- 2014 (Assistant Professor, Sociology, Oklahoma State University)
- 2015 (Assistant Professor, Sociology, University of Texas at Arlington; Assistant Professor, Sociology, Ohio State University; Assistant Professor, Organizations and Management, University of California, Irvine)
- 2016 (Assistant Professor, Sociology, University of Houston)

Some students took post-doctoral positions or visiting positions and had to wait until their second hire for a top job, e.g., Assistant Professorships at Penn State University (Sociology and Criminology), UCLA (School of Public Health), Southern Methodist University (School of Education and Human Development), and Missouri State University (Sociology).

We should remember that we have only mentioned 13 placements, but in this period we graduated 41 Ph.D.'s. Many graduating Ph.D.'s took teaching positions in liberal arts and community colleges, and some of these were not tenure-eligible. Fewer took jobs in institutional research, government and industry, including to such well known national organizations as PEW.

⁵¹ Tallying advisees involves many qualifications. We treated all advisees as equal, even though faculty's responsibilities differ. First-year students need little attention, second-year students need considerable attention as they work on their M.A. papers, early Ph.D. students need help with the prospectus, and seasoned Ph.D. students work independently on their dissertations. For the most part, we avoid having untenured faculty advise students who are working on their dissertation, so assistants are advising 1st year students and M.A. students. Many faculty co-advise students. In those cases, each faculty was credited with one-half student, but in reality co-advising often means both advisers are working "full time" with the student.

Some went into consulting work. Students are not all motivated to work in R1 or R2 environments, and many of the graduates took jobs which they wanted. Others, however, were deeply disappointed with their placements. We see our placements as very good, but we need and want to do much better.

Scholarship Activity of Graduate Students

Our graduate students have been very productive. Appendix B lists all graduate student awards, fellowships, grants, publications, and conference presentations from 2011 to 2017.

Since our last APR, our graduate students have received 65 external awards and grants totaling \$1,144,585. Of these we have two students who have won Fulbright awards, three who won prestigious National Science Foundation Graduate Research Fellowships, sixteen received NSF Doctoral Dissertation Research Improvement Grants, and ten have received awards from a section of the American Sociological Association for their scholarly work. Students have also been very successful in receiving internal support. Students received 150 internal awards totaling \$413,403.

Graduate students are also very successful in publishing their research – whether on their own, with other graduate students, or with faculty members. Table D.4 summarized graduate student publications since 2011; Table D.5 summarized conference participation. As noted in section D, the student body published 18.85 articles per year (or .35 per student) and presented at 54.14 conferences per year (or 1.01 per student). We are particularly impressed by the number of sole authored refereed articles, 51. Some have been in top journals including *Social Forces* (2), *Social Problems* (2), *Gender and Society* (2), *Poetics* (2), *Mobilization* (2), *Journal of Marriage and Family*, and *Sociological Theory*. Since 2011 graduate students have published a total of 23 papers with faculty members and 29 with faculty or graduate students at some other institution. Two of these 52 papers appear in our discipline's top journals (one in *ASR* and one in *Social Problems*), and others appear in prestigious specialty journals such as *Demography*, *Law and Society Review*, *Social Psychology Quarterly*, *Sociological Methods and Research*, and *International Studies Quarterly*.

Graduate Students' and Faculty's Opinions

This section is not prescribed by the APR Manual, however, it is important to know what both graduate students and faculty currently think about the graduate program. We surveyed to determine what our faculty and students see as important and as priorities for improvement.

Graduate Student Opinions. Figure I.4 shows that graduate students are for the most part mostly or very satisfied with the program.⁵² None said 'Not satisfied at all' and only three said 'Slightly satisfied'. (For full survey results, see Appendix J.)

⁵² During the fall, 2017 we sent surveys to the 54 graduate students who were pursuing the Ph.D. degree in our program. We received responses from 46 for an 85% response rate. The surveys were administered and coded anonymously.

When asked about the strengths and weaknesses of the program students were quite vocal in their response. The methods and statistics training ranked at the top followed by workshop opportunities, the Friday Brown Bag, and supportive fellow graduate students. Among the weaknesses, students mentioned lack of summer stipend funding, inadequate academic year funding stipend (TA/RA salaries), insufficient access to hands-on research training, insufficient co-authoring with faculty, and insufficient faculty mentoring.

Figure I.4 Histogram Describing Graduate Student Satisfaction with the Graduate Program

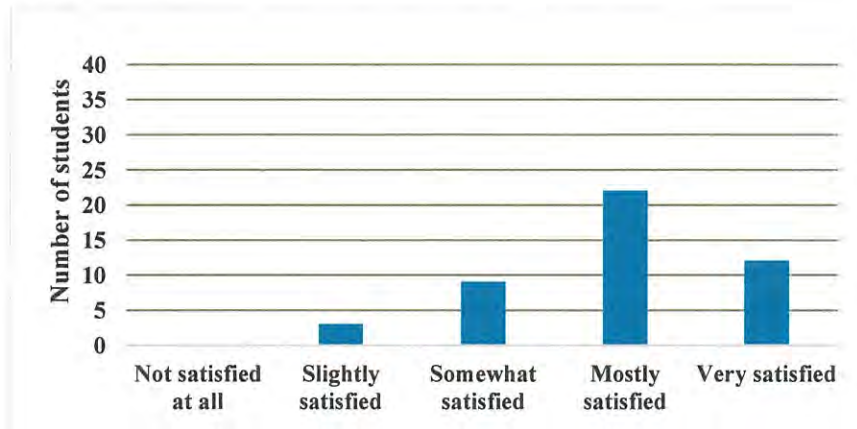
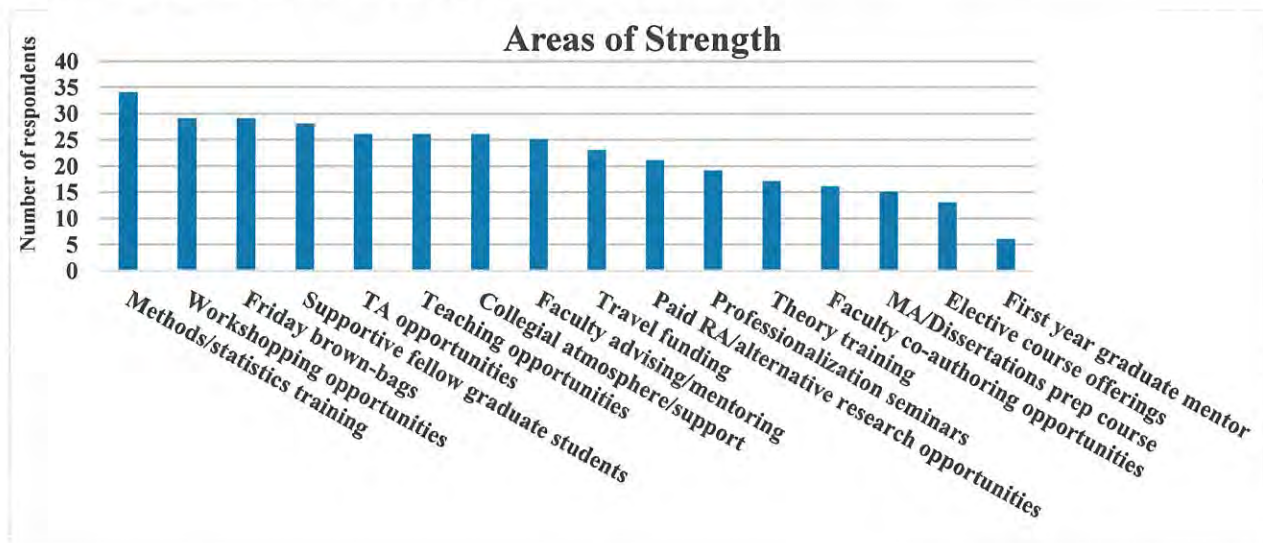
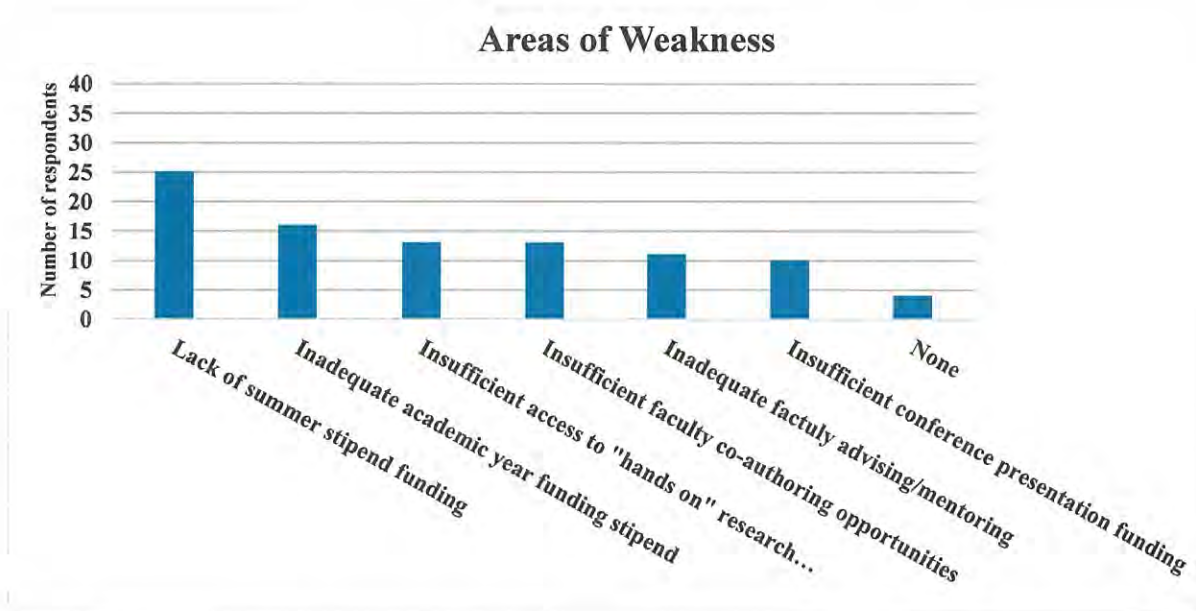


Figure I.5 Histogram Describing Graduate Student Perceptions of Strengths and Weaknesses of the Graduate Program





Faculty Opinions. When surveying the faculty we first asked about strengths in the School and areas that needed improvement. While 50% of the faculty said the Graduate Program was a ‘strength,’ 44.4% said it was an ‘area of improvement’. 5.6% had no opinion. We also asked about expectations over the next five years. 50% of faculty said the graduate program would stay the same, 27.8% said it would improve or greatly improve, and 16.6% said it would decline. Again, 5.6% had no opinion. Thus we judge that there is concern about the Graduate Program among faculty.

When asked about the options we should pursue to strengthen the graduate program, the options that were mentioned most frequently by faculty were: ‘get students involved in faculty research’ (72.2%), ‘stress grad student publications in highly visible, general sociological journals’ (72.2%), ‘stress grad student publications in flagship specialty journals’ (66.7%), ‘strongly encourage all students to apply for fellowships and grants’ (61.1%), and ‘extend Access and Grad School fellowships for two years’ (55.5%). It seems that the faculty and grad students are similarly concerned about access to faculty, publications, and funding for grad students.

Graduate Student Learning Outcomes Assessment.

In a major graduate training program the key to graduate student learning assessments is publications, awards, and job placements. Of course there are benchmarks along the way, including grades in graduate courses, comprehensive exams in two subfields, and requirements like the M.A. paper and Ph.D. dissertation. But these requirements are largely intended to help graduate students get on track toward a successful research and teaching career, as manifested in job placements, publications, and awards for research and teaching. These accomplishments presume proficiency in theory construction, empirical research design, methods of sociological analysis, and writing scholarly papers.

Expected Student Learning Outcomes.

As noted, we do not have a terminal M.A. degree. Rather is it awarded to students in the course of completing their Ph.D. studies. Thus in our program the Student Learning Outcomes for M.A. and Ph.D. students are layered. That is the doctoral student should achieve all the learning outcomes that are required of the M.A. student plus others.

M.A. students should be able to:

Learning Outcome 1: Demonstrate broad knowledge of the field of Sociology. The student should know and be able to evaluate the classical and contemporary theories of sociological inquiry. The student also should know a broad array of quantitative and qualitative methods used by contemporary sociologists.

Learning Outcome 2: Conduct original research on a significant sociological problem. The student needs to demonstrate that they can do sociological research on an important sociological research question or questions.

In addition, doctoral students should be able to:

Learning Outcome 3: Critically analyze published research results in his/her area of study. The student needs mastery of two subfields within Sociology knowing the current research, theories, methods and shortcomings within their chosen field(s) of study.

Learning Outcome 4: Conduct original research at a very advanced level, and be able to effectively communicate and defend results of research to peers and broader scientific audiences. The student needs to be able to write up their results, orally present their findings, and get their materials published in scholarly venues either as articles, book chapters or books. While most publication activity will occur after completion of our graduate program, we do expect our students to be publishing sole or co-authored articles or book chapters while they are in the program.

Assessment Activities.

The Ph.D. program is highly structured and students are expected to conform to a rigid regimen of assessment activities. Students are required to take one theory, one methods, and two statistics courses that introduce them to the field of Sociology more broadly. Student performance is evaluated mostly by examinations (in class and take home) and oral presentations. Students must also take electives in their specialty areas. Here theory-driven research studies related to their interests are read and critically evaluated. Typically performance is assessed either by an exam, a research paper (proposal, literature review, and/or analysis of data), or oral presentation.

Comprehensive written and oral exams focus on students' mastery of two substantive subfields of Sociology. Content is based on a reading list provided by faculty in those subfields.⁵³ Students are asked questions and given one week to respond in writing in the written portion.

⁵³ See <https://sociology.arizona.edu/graduate/reading-lists> for the subfields and reading lists.

There are two faculty graders who read the exams. Typically one comp is taken in the fall of the third year and the second is taken in the spring of the third year. Alternatively, the student can write a review essay in place of the written exams. If the student passes the two written exams or the review essay proves worthy, the student takes an oral exam, typically at the end of the third year, with the four faculty readers of the written exams as graders of the oral exam.

The final steps are the defense of the dissertation prospectus and the dissertation itself. The committee is typically made up of an adviser and two readers from the Sociology program, however, when appropriate, arrangements are made to include faculty from outside the School. The student must present a written prospectus and a final written dissertation to the committee and must defend both orally before the committee.

The Director of Graduate Studies and the Graduate Studies Committee as well as the faculty are constantly monitoring student performance in the courses, on the exams, and with respect to the M.A. paper and dissertation. We also monitor students' ability to publish their work, procure funding, and find good jobs. Every spring, the graduate students provide a full CV and written self-assessment to the Graduate Studies Committee. At the same time, faculty evaluate the work of every graduate student with whom they have worked in the previous two years, scores are tallied, and the Graduate Studies Committee reviews these in tandem with the materials submitted by the student. The Graduate Studies Committee also reviews students' coursework, as well as faculty comments and student productivity and makes a Committee evaluation of the student's progress in the program. The Director of Graduate Studies then corresponds with each student via email on their status and provides them suggestions on how to improve. The process takes a considerable amount of time, but we believe that it is important to give students feedback every year.

Chart I.1 Learning Outcomes and Assessment Activities for a Sociology M.A. and Ph.D.

Assessment Activities	<i>Students will be able to...</i>			
	Demonstrate broad knowledge of the field.	Conduct original research on a significant sociological problem	Critically analyze published research results in his/her area of study.	Do advanced research and effectively communicate and defend results of research to peers and broader scientific audiences.
Required Coursework	X			
Elective Coursework	X	X	X	
M.A. Paper & Oral Defense		X	X	
Written & Oral Comprehensive Exams	X		X	X

Written Dissertation & Oral Defense			X	X
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Rubrics are used to evaluate the exams, dissertation, and defense; each rubric has criteria that link to the associated learning outcomes. The criteria for the other assessment activities are in the Graduate Program Handbook which is in Appendix H. The School of Sociology does not conduct an Exit Survey after students finish their degree program.

Chart I.2 Rubric for Evaluating Sociology Ph.D. Student Performance

Learning Outcomes	Demonstrate broad knowledge of his/her field.	Conduct original research on a significant sociological problem	Critically analyze published research results in his/her area of study.	Do advanced research and effectively communicate and defend results of research to peers and broader scientific audiences.
3 Exceeds expectations	The student fully knows and evaluates the classical and contemporary theories of sociological inquiry. They should also fully know a broad array of quantitative and qualitative methods used by contemporary sociologists.	The student demonstrates at a high level that they can do advanced sociological research on an important sociological set of research questions.	The student has full mastery of one or two subfields within Sociology knowing the current research, theories, methods and shortcomings within their chosen field(s) of study.	The student is fully able to write up their results, orally present their findings, and get their materials published in scholarly venues either as articles or books.
2 Meets expectations	The student only partially knows and evaluates the classical and contemporary theories of sociological inquiry. They only partially know a broad array of quantitative and qualitative methods	The student demonstrates at a moderate level that they can do advanced sociological research on an important sociological set of research questions.	The student has partial mastery of one or two subfields within Sociology knowing the current research, theories, methods and shortcomings within their chosen field(s) of study.	The student is somewhat able to write up their results, orally present their findings, and get their materials published in scholarly venues either as articles or books.

	used by contemporary sociologists.			
1 Does not meet expectations	The student does not know and evaluate the classical and contemporary theories of sociological inquiry. They do not know a broad array of quantitative and qualitative methods used by contemporary sociologists.	The student demonstrates at a low level that they can do advanced sociological research on an important sociological set of research questions.	The student lacks mastery of one or two subfields within Sociology knowing the current research, theories, methods and shortcomings within their chosen field(s) of study.	The student is unable to write up their results, orally present their findings, and get their materials published in scholarly venues either as articles or books.

Assessment Findings. Tables I.9 and I.10 present the frequency distribution describing how many students have taken, failed, and passed written and oral comprehensive exams in the fifteen core areas and three special exam areas. As you can see, the proportion of students who fail these exams is quite low.

Table I.9 Written Comprehensive Exams, 2010-2017

Comp Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Culture	5	2	2	4	1	1	1
Economic Sociology	2	1	1	2	1		1
Environmental Sociology							
Family							
Gender	3		3			1	2
Law & Society					2	2	
Methods	3		3	1		1	
Networks	4	1	1	1	2	2	2
Organizations	1	1	1			1	3
Political Sociology	2					1	2
Race	1	1	1				1
Sociology of Knowledge	3	1			1		
Social Movements		1	2			1	1
Stratification	1		4	3		1	2
World-Systems/Globalization					1	1	
*Social Psychology		2	2	1			
*Non-Profit					1		

*Urban Sociology	1								
								Totals	
Total # Passed	18	8	15	9	8	12	15	85	
Total # Honors Passed	6	2	5	3	0	0	0	16	
Total # Exams Passed	24	10	20	12	8	12	15	101	97.1%
Total # Exams Failed	1	0	0	1	1	0	0	3	2.9%
Total # Exams Taken	25	10	20	13	9	12	15	104	

* Indicates that this is not a regular examination area

Table I.10 Oral Comprehensive Exams

	2010-2017
Number of Exams Held	51
Number of Exams Passed	51

Table I.11 presents the grade distributions for the four required core classes. It is clear that these courses do differentiate among students. Social Statistics I and II are particularly difficult for some students. A grade of C is passing, but it signals that the student needs to improve greatly in order to successfully complete dissertation work.

Table I.11 Core Grade Distributions, 2010-2017

Year	Social Theory			Research Methods		Social Statistics I		Social Statistics II	
	A	B	C	A	B	A	B	A	B
10-11	7	1		8		8		6	
11-12	10			10		10		8	
12-13	5	1		5	1	5	1	10	
13-14	5			4	1	5		5	
14-15	7	2	1	9		9	1	13	
15-16	7			7		6	1	4	3
16-17	5			4		4	1	3	
Total %	90%	8%	2%	96%	4%	92%	8%	94%	6%

Changes Made in Response to Findings. Are there examples of how we have changed in response to the results of these assessment tools? There are three that we will describe, but there have been many others over the years.

First, students' written comprehensive exams had been one day events where students would be in a classroom or an office in the School for the entire day typing responses to the written questions on their personal computer. Faculty were unhappy that the responses were often superficial, sometimes chunks of text seemed like they were pre-written, copied, and pasted into the text, and students seldom offered original ideas. Thus we revised the written comp so that

students would have one week to answer the questions, they could do it at home, and, of course, it would be open book. Also students were given the option to write a lengthy critical literature review of a substantive field instead, similar to an *Annual Review* piece. Thus far we are very pleased with the results of the new format. The exams are much more coherent, thoroughly referenced, and shows signs of creative thinking. We are cautiously optimistic that this too will tie the dissertation more closely together with comps and help expedite completion.

Second, we noticed that students were taking a particularly long time beginning their dissertation. We discovered that students often ‘stalled’ making progress after they finished their comprehensive exams at the end of their third year. In response to this, the faculty decided to implement a new course, Soc 696d, which would be a workshop in which students in the fall of their fourth year could begin work on a dissertation prospectus. The course is an elective, but students are strongly encouraged by their advisers and the DGS to take the course and stay on schedule to complete their prospectus by the end of their fourth year. Because enrollments would be small, we also allowed students working on their second year M.A. paper to take the course. The results have been mixed. It is a difficult course for any one faculty member to teach, because students are working in very different traditions and on very different topics. Also there are both relatively new students mixed in with experienced students. We discovered that while students all finish drafts of their M.A. paper or prospectus by the time the course ended, the Ph.D. students did not always defend on time and some even abandoned their initially chosen dissertation topic after leaving the class. The faculty will continue to monitor this class and students’ progress and make curricular changes accordingly.

A third change that we made in response to our assessments is to assign teaching assistants to our required graduate statistics classes. As noted, these classes have been a challenge to some of our students. We had not assigned a TA because of the dean’s policy that TA funds should not go to support faculty teaching graduate seminars. However, we convinced the dean’s office that this was necessary in this case. Now a .25-TA is assigned to both statistics classes. This TA holds labs as well as assists in the classroom. Consistent with University policy, the graduate teaching assistant does NOT engage in any evaluation of student performance. The statistics instructors are very pleased with this development, and we only select our brightest quantitative oriented students to TA these classes. The students seem to appreciate the extra help as well and performance in these classes has improved somewhat.

UA Assessment Website. We have updated our program’s pages on the website with all the information we have provided in this section.

Post-doctoral Fellows

The School of Sociology does not have a formal post-doctoral fellowship program and does not involve them in the teaching/mentoring or the outreach mission of the School. Occasionally faculty will have post-docs budgeted in their grants, and these post-docs will come and take up residence in the School and work on the faculty member’s project. The School typically provides office space for them. Table I.12 lists the post-docs that we had during the study period, what their duties were, the length of time they spent in the School, their faculty sponsor, and the positions they took after they left the program.

Table I.12 Post-doctoral Fellows, 2010-11 to 2016-17.

Year	Names	Duties	FTE	Length of Stay	Faculty Supervisor	Positions after Post-doc
10-11	None					
11-12	None					
12-13	None					
13-14	B. Alper	Worked on PI's research project	1.0	8/19/13-10/9/14	J. Earl	PEW Religious Life Project, Staff Researcher
14-15	B. Alper	Worked on PI's research project	1.0	8/19/13-10/9/14	J. Earl	PEW Religious Life Project, Staff Researcher
15-16	T. Elliott	Worked on PI's research project	.5	7/1/15-9/6/17	J. Earl	T. Elliott is now in data science at GitHub T. Maher is in a multi-year lecturer position at Purdue
	T. Maher	Worked on PI's research project	1.0	7/27/15-9/13/17	J. Earl	
16-17	T. Elliott	Worked on PI's research project	.5	7/1/15-9/6/17	J. Earl	T. Elliott is now in data science at GitHub T. Maher is in a multi-year lecturer position at Purdue
	T. Maher	Worked on PI's research project	1.0	7/27/15-9/13/17	J. Earl	

Conclusion

Let us now summarize the successes and challenges facing the program.

Successes.

First, the most obvious success of the program is the productivity of our students. Students are publishing alone and with others, they are presenting at conferences, and they are winning awards and getting grants. There is a culture of productivity without the fierce competition that marks other places.

Second, students seem to be very satisfied with the program although they seem to crave more faculty attention. They enjoy the events we organize to encourage intellectual exchange, e.g., the workshops and brown bags, and seem to see the unit as a positive experience. They also actively participate in governance, and are enthusiastic hosts and hostesses during graduate recruitment week. They also cite other students as very supportive. However, it seems that many students want to work more closely with faculty on projects and publications.

Third, the quality of our students is excellent. Their performance on courses and in exams is excellent, they perform well as teaching assistants and instructors, and they work hard as research assistants. When we look at their GRE scores, we see that they are either at par with other Ph.D. students in SBS or they are better (especially quantitatively). Thus we expect these students to fare well in the future.

Challenges.

First, as we saw in Section D, the reputational scores of the Ph.D. program have diminished somewhat since 2002, but its ranking among its peers has declined. We were tied for 11th best program in the country in 2002. By 2017 we were tied for 24th. Private institutions invested heavily in Sociology Ph.D. programs and many of them passed us up. However, public institutions now have better reputational scores – even if only by a smidgen – than us. Our ranking needs to improve, because it affects the quality of the students we are able to attract and the quality of the placements of our graduates.

A second weakness is that stipends, in constant dollars, lost ground after the Recession, rebounded somewhat, but in the last year took another turn south. Students expressed concern about their stipend and the lack of summer support. This makes us less competitive attracting good students. Also we noted that the School is turning more toward hiring adjuncts and lecturers to teach its classes, thus making graduate students less necessary for our success. Thus, while we have noted declines in the real value of graduate stipends over the study period, and while we also have noted that some of our peers are providing considerably greater graduate stipends than we do, we recognize that a ‘raise’ is not likely to happen. All we can do is provide relevant data and urge the College to consider enhancing graduate pay.

Third, there is both graduate student and faculty concern about recent Ph.D. placements. We can point to many excellent R1 placements over the seven years incorporated into this study, but there also have been many disappointed graduates and 2016-17 was especially difficult for our students on the market. Some of this may be due to downturns in Sociology in general, but faculty believe that students need to publish more in general sociological journals and the flagship journals of specialty areas. Students need to publish in more visible places. Yet without data on how other R1s are placing Sociology Ph.D.’s we are cautious about radically altering our program.

Fourth, the School needs more students of color and from disadvantaged backgrounds. We are in the Southwest, yet we have few Latino/Latina students who are U.S. born and raised. We have Asian students but they are international students. Finally, we have had very few African-American students, and only one is in the program now. Graduate Studies committees have to be more aggressive in recruiting a more diverse student body, and we have to find adequate funding to recruit a diverse graduate student community.

SECTION J

ACADEMIC OUTREACH

Past and Current Academic Outreach

We have already alluded to the outreach efforts of faculty in the earlier sections. We will repeat what we said above and add greater detail.

Local Community Outreach.

Outreach varies from faculty to faculty, obviously. Some of this has to do with time demands and other University commitments pressing in on today's faculty, along with the nature of the subject matter with which the faculty member is an expert. Most is driven by personal interest, but the School is beginning to move in this direction strategically.

Brian Mayer's Poverty in Tucson Workshop and CHS's efforts to connect with the community are two examples of this. An important outreach effort has been Brian Mayer's undergraduate class, Poverty in Tucson, where he partners with city officials each year to collect data on some aspect of poverty in Tucson, e.g., when there is an emergency, who do people call? The students collect the data in Tucson's neighborhoods from local citizens then summarize their findings and present them to the Mayor, other city officials, and local nonprofits in a public forum. Brian has won considerable good will for the College and School because of these efforts. He is building important ties to various institutional leaders in Tucson as well as improving services to local residents.

The CHS internship program connects with numerous community partners each year. We are starting community events this year. CHS is hosting a screening of *One Flew Over the Cuckoo's Nest* at the Loft in February, 2018. This screening is open to public and is intended to educate the community about health-related issues. We will have a psychiatrist and mental health activist for Q&A directly following the screening. The Director, Terrence Hill, is planning to make this an annual event.

In a somewhat different vein Louise Roth has organized 'fun runs' on campus to support Child Life Team at Diamond Children's Center of Banner University Medical Center and Helping Hands for Childhood Leukemia. Louise has rallied students, faculty, staff, and community members to participate, and has taken important leadership roles in these events. Faculty may remember her wearing her 'Wonder Women' costume while running. In the past two fun runs, these events have grossed about \$5,000.

Jim Shockey is heavily involved in the community serving on boards and committees. He a board member of the Tucson Hispanic Chamber of Commerce (THCC) (2016-Present), a member of the Arizona Technology Council (2016-Present), a participant in the Phoenix Chamber Foundation, Cyber Initiative (2016-Present), a board member of the National Association of Branch Campus Administrators (2016-Present), and a member of the Latino

Education Committee (2015-Present) and the Hispanic Health Committee (2017-Present) of the THCC. Shockey's long service to the University in administrative positions makes him a perfect liaison with community organizations.

Other faculty have participated in the Tucson Book Festival held every spring. In 2016, Corey Abramson spoke about his book *The End Game* (Harvard University Press) on the "Difference and Inequality in American Capitalism" in 2016. Kathleen Schwartzman and Jennifer Earl were interviewed live on C-Span books regarding their recent books.

Finally, a number of faculty have been interviewed or featured in local newspapers, radio shows, and TV shows and newscasts.

National Outreach

Our faculty members' national outreach efforts are extensive. We provide examples from our faculty survey below.

Robin Stryker has been a very active 'public sociologist.' She was the Research Director for the National Institute for Civil Discourse (2012-16) which was started just after the Gabby Giffords' shooting. She has also served on the National Academy of Sciences/National Research Council Roundtable on the Communication and Use of Social and Behavioral Science (2015-17), served on the Advisory Board of ZERP Tenancy Law Project, a European-Union wide research project on tenancy law and housing), and organized two NSF supported conferences/workshops around human rights.

Corey Abramson has been invited to present his work at national policy venues including the American Association of Retired Persons (AARP) policy group and the National Academy of Social Insurance. He has also shared his methodological expertise in qualitative research design and analysis with a wide-range of policy oriented NGOs and think tanks such as USAID, WESTED and the Palo Alto Medical Foundation. Ron Breiger has given talks at the Pentagon (via remote telecom), the Army Research Lab, the Defense Threat Reduction Agency, and at the US Military Academy (West Point) concerning his basic research on data-analytic methods of relevance to countering the use and pursuit of unconventional weapons.

Many of the faculty have been interviewed by the national press about their research. We mentioned how recently Jenny Carlson was featured on NPR's 1-A morning talk show in the wake of the gun violence in Las Vegas this fall. Another example is a featured article in the *New York Times* on Corey Abramson's research on elderly people. Corey also wrote articles describing aspects of his research and the corresponding policy implications for *The Atlantic* and *The Arizona Daily Star*. Numerous faculty have written op ed pieces (often invited) for newspapers and popular magazines, or have been interviewed by these outlets about their research. In addition to NPR, the New York Time, and The Atlantic, faculty's work has been featured in the Los Angeles Times, the Washington Post, The Huffington News, among other prominent venues. Finally, our faculty are also engaged in the blogosphere.

Future Outreach Efforts

In addition to our current outreach efforts, we plan on doing more, especially in ways that are more systematic and tied to the development of new programs and degrees (see Section B). We can here briefly review our new strategic outreach directions.

We will encourage our faculty to interact with the local and national media and to become involved in local and national projects. Perhaps they will give a talk, serve as a consultant, or volunteer their time and expertise *pro bono*. Some will utilize their professional skills, but others will simply contribute time and labor. We encourage whatever contributes to the community's and nation's quality of life and the furtherance of social justice and civil society. That is the way most faculty 'do service.' It is not something coordinated by the Director or are these activities coordinated by a planning committee.

An outreach effort which is truly driven by the School is Brian Mayer's Poverty in Tucson Workshop. The project originated as part of the Mayor of Tucson's initiative to combat regional poverty through a Poverty Commission. While the original commission operated from 2012-2014, Brian Mayer has recently received funding from the Agnese Nelms Haury Program in Environment and Social Justice to reconstitute a group of nonprofits, regional state agencies, and corporate leaders to continue building collaborations around poverty alleviation. This new commission places the School of Sociology front and center for the development of new research, teaching, and outreach opportunities linked to issues of inequality and social justice. Additionally, the first iteration of the Poverty Workshop was developed in coordination with researchers at Stanford University and Harvard University. Professors David Grusky and Kathryn Edin (now at Johns Hopkins University) helped develop a survey instrument aimed at better understanding the dynamics of household poverty nationally and using Tucson as a pilot project. This effort to develop a 'National Poverty Survey' is ongoing and Tucson, through the School of Sociology, remains one of the potential case studies.

Perhaps our greatest jump in outreach work will be tied to the newly created undergraduate degree in Care, Health, & Society. As noted above, our undergraduate enrollments have been phenomenal, and there are now plans to create an all-online M.S. degree in CHS. The director, Terrence Hill, has been very aggressive in pushing this, and we see it an important initiative which takes the School in a whole new direction. The key link to the community is through internships, which every CHS major must complete. These internships can tie the School directly to industry as we attempt to place our students after graduation and build our brand in the community. Hopefully, it will also be a way industry can provide us valuable feedback on how to train CHS professionals for the future.

The suggestion to create a citizen advisory committee came up in the prior APR, we did not act upon it. In Section B we discussed ways of building ties to the community that would benefit our students, and this may be the inroad to a citizen advisory committee in the future. One suggestion is that we sponsor career days where local people (particularly alumni) can describe what one can do with a Sociology degree. This can be linked to the internships we described

above. Out of this, local stakeholders could be organized into an advisory body to aid our students find employment. There is no need to restrict it to Care, Health, and Society, and the advisory body could include others outside of that industry who would find Sociology majors attractive employees. This plan is still in the discussion stages.

Finally, in Section B we also mentioned the need to engage in more fund-raising locally and nationally, since many of our alumni do not stay in Tucson. We noted some success at fund-raising for the Yoshino and the Conrad funds, but much more needs to be done. In Section H we proposed appointing an Associate Director who could handle the day-to-day chores of running a School, freeing up a Director for fund-raising. We also suggested that the new Director work closely with the University of Arizona Foundation and the Development officers in SBS. We especially need to 'keep up' with our alumni so that we might tap into their 'giving instincts.'

Conclusion.

While the Department has been engaged in varying degrees of outreach activities, our future plans are to integrate outreach into the development of new curricular, degree, and research developments. Within the framework of the School of Sociology this should provide a much wider and deeper expansion of outreach from Sociology than we have seen in the past.

SECTION K

COLLABORATION WITH OTHER UNITS

In this section we will discuss and appraise our collaboration with other units within the University.

In the last APR self-study we noted that the then Department of Sociology was not as collaborative with other units as it could have been. Because of that we were not benefiting sufficiently from inter- and multi-disciplinarity. Indeed many new discoveries are made at the boundaries of disciplines, and disciplines often advance as new theories, methods, and findings are brought over from other disciplines. Yet, we were still a strictly Sociology Department and operating for the most part in a disciplinary silo. In retrospect we do not think we were so isolated even then. Professors Ragin, Stryker, Breiger, Galaskiewicz, Kenworthy, and Leahey already were very much involved in inter-disciplinary endeavors both on campus and more broadly. Also there are good things which come from a strong disciplinary identity. It is especially beneficial for students who are looking for positions in Sociology departments. Publishing in *ASR* and *AJS* gains us visibility among our Sociology peers. Indeed, we think that one upside of our strong discipline-based identity was that this contributed to our disciplinary visibility and our correspondingly very high national ranking.

In this report, we already have given many examples of how this faculty has been highly collaborative over the past seven years. We will repeat some of that and go into more detail.

Present Collaborations

First, many of our faculty affiliated with other units on campus.

- Professor Diaz is affiliated with Mexican-American Studies
- Professor Schwartzman is affiliated with Latin American Studies
- Professor Roth is affiliated with Woman and Gender Studies
- Professors Bergesen, Breiger, Earl, Galaskiewicz, and Stryker are affiliated with the School of Government and Public Policy
- Professor Stryker is affiliated with the Rogers School of Law
- Professor Carlson has a joint appointment with the SGPP
- Professor Bergesen is with the McGuire Center for Entrepreneurship, Eller School of Management
- Professor Leahey is affiliated with the Department of Higher Education in the College of Education
- Professor Terrence Hill is affiliated with the Arizona Center on Aging
- Professor Breiger is an affiliated member, University of Arizona Graduate Interdisciplinary Program in Statistics
- Professor Stryker was the Director of Research of the National Institute for Civil Discourse housed in the SGPP.

Also many faculty on campus both inside and outside the College of Social and Behavioral Sciences are affiliated with the School of Sociology (see Table K.1).

Table K.1 U of AZ Faculty Currently Affiliated with the School of Sociology⁵⁴

Joseph Broschak,

Eller College of Management

Research interests: collective behavior and social movements

Monica Casper

Department of Gender and Women's Studies

Research interests: gender, bodies, health, sexuality, disability, and trauma

Jennifer L. Croissant

Department of Gender and Women's Studies

Research interests: culture, science, technology, and gender

Regina J. Deil-Amen

College of Education

Research interests: Sociology of education/higher education, qualitative methods, educational stratification, inequality

William Dixon

School of Government and Public Policy

Research interests: innovation in society, entrepreneurship, and retailing

Patricia MacCorquodale

Department of Gender and Women's Studies

Research interests: sex roles, human sexuality, and ethnic relations

H. Brinton Milward

School of Government and Public Policy

Research interests: public and non-profit organizations

Michael Polakowski

School of Government and Public Policy

Research interests: criminology and policy

Franck Poupeau

Centre nationale de la recherche scientifique (France)

Research interests: Sociology of environmental conflicts, urban inequalities, multi-level regulation of natural resources

⁵⁴ The faculty members listed below are affiliated with the School of Sociology through a courtesy appointment. Faculty are designated as "affiliated" when their work extends the teaching and research of Sociology. Affiliated faculty may cross-list their courses with Sociology and their home departments or serve on advisory committees for our doctoral students.

Oliver Schilke

Eller College of Management

Research interests: organizational routines and capabilities, organizational identity, and market cognition

Melanie Wallendorf

Eller College of Management

Research interests: ethnic, gender, racial and socio-culture

Second, some of our faculty currently have or have had collaborative research with faculty on campus, e.g., Breiger with Milward (SGPP), Chen (MIS), Rozenblit (ECE), Cohen (CS), Loukas (ECE), Morrison (ISchool), and Mills (Anthropology) – all of which involve co-leading of externally funded research projects, Stryker with Toni Massaro in the College of Law, and Earl with Kate Kenski in the Department of Communication. Breiger’s collaborations with Milward and others have been particularly lucrative for the respective Schools, the College and University.

Third, faculty have been active in the College’s institutional efforts to promote and stimulate research in SBS. The current Associate Dean for Research is Jane Zavisca, an Associate Professor in Sociology. Jennifer Earl was a member of the SBS Dean’s Advisory Committee and was on the SBS Tech Committee since 2012. (She stepped down from both last May.) Joe Galaskiewicz was on the SBSRI Advisory Board from 2009 to 2012. Now Terrence Hill is on that important Board.

Fourth, we have cross-listed many of our courses with other units and negotiated double majors. Table K.2 lists the courses and the cross-listed departments. On some occasions Sociology faculty have team-taught these classes with faculty from other units, e.g., Jennifer Earl and Kate Kenski teamed to teach a class in spring, 2017 cross-listed between Sociology and Communication. Terrence Hill, as director of CHS, worked out agreements with Philosophy and Psychology for double majors with double-dipping coursework.

Table K.2 Sociology/CHS Courses Cross-listed with other Departments

Subject	Course Number	Course Title	Cross-listed Department(s)
SOC	260	Ethnic Relations in the United States	Africana Studies
SOC	315	Political Sociology	Political Science
SOC	322	Sociology of Religion	Religious Studies
SOC	339	Policing & Society	Public Administration
SOC	341	Juvenile Delinquency	Public Administration
SOC	342	Criminology	Public Administration
SOC	362	Sociology of Race and Ethnicity in Latin America	Latin American Studies
SOC	384	Latin America, Globalization and Development	Anthropology

			Latin American Studies
SOC	427	Gender, Work and Organizations	Gender & Women's Studies
CHS/SOC	437	Health of Indigenous Populations	American Indian Studies
SOC	448	Sociology of the Body	Gender & Women's Studies
SOC	450	Social Inequality	Anthropology
SOC	459	Sociology of Gender	Gender & Women's Studies
SOC	463	Studies of the Geopolitical Chessboard	Public Administration Political Science
			Africana Studies
SOC	467	Race and Ethnic Relations	American Indian Studies Anthropology Mexican American Studies
SOC	514	The State and Social Policy	Law
SOC	525	Organizational Theory	Management & Organizations
SOC	583	Law, Politics and Inequality	Law
SOC	587	Economic Sociology	Law
SOC	588	Advanced Topics in Economic Sociology	Law
SOC	600	Sociology of Knowledge, Ideas, and Innovation	Entrepreneurship
SOC	617	Punishment & Society	Political Science
			Law
SOC	596F	Theory and Research on the Nonprofit Sector	Public Administration Political Science
SOC	596J	Advanced Topics in Social Movements Research	Law

Fifth, Professors Galaskiewicz, Breiger, Earl, Leahey, Abramson, and Seguin, along with faculty from across SBS, have recently proposed a Certificate in Computational Social Science for Ph.D. students on campus which has now been approved. This is a true partnership between the Schools of Sociology, Information, Anthropology, and Government and Public Policy as well as the Departments of Communication and Linguistics. The certificate will be housed in the College of Social and Behavioral Sciences, governed by an inter-disciplinary advisory committee made up of faculty from said units, and heads and directors have agreed to schedule courses in the CSS curriculum and to welcome certificate students from other program in their classes. Depending on its popularity, this may evolve into a Minor and perhaps with outside funding it may evolve into a Research Center. The deans' office has been very supportive of this effort.

Sixth, there was also a major collaborative effort for an NSF IGERT for students across the University studying network analysis. Professors Breiger and Galaskiewicz were both actively involved in that along with faculty from Anthropology, Management Information Systems, and Biology. Unfortunately, the proposal was rejected, but bridges were built across units and faculty learned about each other's work.

Seventh, another partially successful, partially failed effort was Stryker's spearheading of a collaborative proposal (across disciplines and across institutions) to gain a Research Network

Coordination Grant from the National Science Foundation. The goal was to enhance interdisciplinary research agenda, network and institution building around the nature, causes, consequences and remedies for political incivility. Though we failed to obtain the RCN funding, we succeeded in getting smaller amounts of foundation funds from, e.g., the Hewlett Foundation, to hold two interdisciplinary research conferences (one in 2014 and one in 2017) in Tucson under the auspices of the NICD. Despite the lack of NSF funding, we also were able to establish the national interdisciplinary network itself (see <https://nicd.arizona.edu/research-network> for members), and to establish new communication channels between its members that highlight current cutting edge research and the public concerns about political incivility and the quality of American democracy.

Eighth, a host of faculty have lectured in other SBS units and classes. Most recently, Jeremy Fiel and Christina Diaz gave a talk in the Department of Family and Consumer Science on his work on education in fall, 2016. We also host a weekly Brown Bag lecture series. Among the presenters in 2016 and 2017 we had faculty from the Eller School of Management, Anthropology, Gender and Women's Studies, Communication and Psychology, Government and Public Policy, and History. Up until this last year the McGuire Center for Entrepreneurship, Eller School of Management co-sponsored campus visits for sociologists who were engaged in entrepreneurial research including Jason Owen-Smith, Lynne Zucker, and Brian Uzzi. In conjunction with the NICD, Robin Stryker hosted communication and deliberative democracy scholar John Gastil (Head, Department of Communication, Penn State University) for a talk. Professors Galaskiewicz and Leahey and their graduate students also routinely participate in an informal workshop on organizational theory and hosted by faculty in Management and Organizations. Both Stryker's NSF supported human rights workshop and Bergesen's international conference were fully inter-disciplinary, drawing within and outside UA from, for example, Economics, Law, SGPP, Philosophy, Anthropology, and History as well as Sociology.

Potential for Future Collaboration

Collaboration is useful and productive but should not be forced. Rather it should come naturally as faculty and students pursue their various teaching and research interests. For example, this is how the initiative on CSS started. This means that administrators should not set the research agendas of faculty and units even though external constituencies are pushing certain agendas. Rather they should ensure that all of their units are of the highest quality so that when researchers are looking for collaborators across disciplinary boundaries they will not have far to go. Administrators also should support collaborative efforts when they begin to appear.

How should disciplines respond to the call for inter-disciplinary collaboration? Disciplines in the social sciences give students a set of theories and methodologies developed from particular perspectives on the human experience. They are valuable. At the same time, disciplines are not static. They grow with the infusion of new ideas and this sometimes comes from other disciplines and sometimes from problem driven collaborative research. Thus disciplinary units should not be afraid to expose their students to other perspectives. They should reevaluate the number of courses grad students can take outside the home discipline, routinely include faculty from outside the discipline on Ph.D. committees, and participate fully in the intellectual life of

the campus.

We expect that old collaborations will continue but we also expect that new ones will emerge. We already mentioned the promise of computational social science on campus. Also there is potential for collaborations around terrorism and extreme politics, poverty and race, innovation and creativity, border issues, the environment, law and society, and socio-spatial analysis. But we are particularly excited about Care, Health, & Society. So far it has been an undergraduate endeavor to put ‘butts in the seats’, but it has the potential to contribute to our graduate program and faculty research as well. Several faculty including Professors Hill, Diaz, Mayer, Roth, and Abramson do research on Medical Sociology and/or the Sociology of Health. We also are negotiating an offer with an assistant professor now who specializes in race and health. The first task is to get these faculty to come together as a group, but then we hope that they will use their networks to develop ties to other units on campus.

Conclusion.

Sociology is increasing its collaborative efforts both within SBS and with other units across the university. We look at this as a very positive development and a chance for the School to grow and expand its research and teaching mission.

SECTION L

FACULTY PLANNING

Faculty's Collective View of the Future

We believe the best way to represent the faculty's collective view of the future is to review the goals outlined in Section B. We first stated our goals more generally and then we were more specific about how we would realize those general goals with more specific goals. Since we went into detail there we will only summarize what we said.

1. Maintain Excellence in Scholarly Endeavors

Our first goals are to reaffirm several policies and practices that have contributed to this faculty's scholarly productivity, e.g., state-of-the-art grants administration, buy-out policies for faculty receiving grants, and travel funds for meetings and conferences. We would also like to ensure the availability of office and computer facilities for research projects, advocate for lower ERE rates, provide more support for the School's brown-bag presentation series, and help faculty find ways to support full-year sabbatical leaves.

2. Build partnerships on Campus, in the Profession, and in the Greater Community

Our second goal is to support faculty who engage in local, national, and international partnering to further the research and service mission of the University of Arizona.

3. Build the Care, Health & Society Program and Reinvigorate the Undergraduate Sociology Degree

Our third goal is to hire tenure-track faculty who are qualified to contribute multiple undergraduate and graduate courses to the CHS program.

Our fourth goal is to expand opportunities for experiential learning, e.g., developing a study abroad program focused on the comparative study of care, health, and society in other national contexts.

Our fifth goal is to explore how to improve the governance of the CHS program possibly by creating its own governing committee.

Our sixth goal is to hire a new staff member who would oversee and expand the internship program.

Our seventh goal is to expand our fund raising activities so that we can enhance opportunities for undergraduates.

Our eighth goal is to secure funding to renovate space on the 4th floor of the Social Science Building for a computer lab for our undergraduates and graduate students.

Our ninth goal is to pursue new undergraduate concentrations and majors that would be attractive to students both inside and outside SBS.

Our tenth goal is to experiment with new learning technologies both within the classroom and online taking advantage of various centers on campus concerned with undergraduate instruction.

4. Enhance the Quality of the Sociology Graduate Program

Our eleventh goal is to monitor and advise students better on their dissertation topics and perhaps persuade them to align their dissertation interests with the expertise of the faculty.

Our twelfth goal is to offer regularly a contemporary theory class to broaden students' general understanding of the field.

Our thirteenth goal is to encourage students to publish more with faculty to learn more about their subfield, to teach in their subfield, and to join sections of the American Sociological Association and participate in their events.

Our fourteenth goal is provide not only more funding for travel, but short term research fellowships and summer stipends to enable students to complete research in a timely manner and present their research at conferences. We also will advocate for higher stipends for graduate students.

Our fifteenth goal is to appoint a faculty member as placement coordinator to ensure that our graduating Ph.D. students are competitive with others in the market.

5. Improve the Diversity of Faculty, Students, and Staff

Our sixteenth goal is to recruit more graduate students, faculty and staff with diverse backgrounds and to maintain a welcoming and supportive environment for all those who are affiliated with the School.

6. Hire a Senior Faculty Member

Our final goal is to conduct an *open* search to recruit one or two senior faculty members over the next few years who would complement strengths of our faculty and programs.

Planning and Incentives to Achieve These Ends

Universities are complex organizations not because of the bureaucracy but because there are so many different actors who are empowered in different ways. To get anything accomplished one needs to build an elaborate network that is able to mobilize these actors so as to achieve collective ends. To put it another way, getting anything accomplished is like 'herding cats.' Hierarchies are stifling, but they accomplish their tasks. Adhocracies are chaotic, but their energy can lead to great accomplishments.

There is tension created by a strong hierarchy which exists within the administration of the College and University which is exerting centrifugal force, attempting to centralize power and control. This is enabled by the creation of support units that seek to standardize operations,

technology which gives administrators ever more control over information, and human resource policies that prefer to hire temporary, part-time and thus powerless employees. In contrast, there are the departments and schools where faculty reside. These actors often have tenure and are oriented to matters external to the university, e.g., their research, world peace, social justice, the 'truth'. They are fiercely independent. When they value something which will further the collective good, their energy is boundless and great things can happen. When they oppose some initiative, they can be obstructionist and contrarian.

Enabling these two 'forces' to work together is a challenge and there does not now exist adequate structures to enable this. Often social networks – vertical and horizontal - have to be built between people to overcome the inadequacies of the organizational structure. That is the only way that the various parties can trust each other enough to move forward.

The best prospect for driving change in the School of Sociology is the Executive Committee. The principals who have formal authority in the School of Sociology are the Director of the School and the Directors of Graduate and Undergraduate Studies and Care, Health, & Society. But this 'leadership group' alone cannot come close to accomplishing the goals we set forth. Nor do we expect, nor want, the dean's office to take the initiative. Perhaps the executive committee which includes the Director of the School, the Directors of Graduate and Undergraduate Studies, the chair of the faculty, faculty of different ranks, and graduate students would be a better driver of change. It might also be a good idea to include the Director of the CHS program on the committee as well. Of course, there needs to be good leadership, but getting 'buy in' from those in the School is extremely important.

Concretely, what does that mean? First, it means that the executive committee has to embrace the goals we set forth and that the executive committee members must consult systematically with the faculty about priorities. The faculty, in turn, have to voice their preferences in a civil manner with the full understanding that they have responsibility for the well-being of the collectivity. Second, existing committees within the School should be empowered to implement strategies to achieve these goals. They should be open and receptive to help and advice from the faculty, directors, dean and provost and strive to build bridges across bureaucratic and administrative boundaries to mobilize resources and support for our ends. It is their responsibility to mobilize all those powerful and independent actors that make up the University community. Third, faculty have to be incentivized to make sacrifices. Everyone recognizes that faculty have boundless energy for that which they see as beneficial for themselves or their cause. But realistically there is only so much time in the day, and devoting time and energy for School goals will often come at the expense of either family, student, or research time. Thus compensation for institution-building should be fair, just, and transparent to everyone.