



UNIVERSITY OF
SAN FRANCISCO

College of Arts
and Sciences

DEPARTMENT OF SOCIOLOGY

**ACADEMIC PROGRAM REVIEW
SELF-STUDY**

(10/15/2012)

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I. MISSION AND HISTORY

A. Mission

The mission of the USF Department of Sociology is to enable students to understand the individual's place in larger social and historical processes and be able to use, convey, and critique the frameworks, methods, and sensibilities of sociology to enhance active and critical citizenship in a globalized world. Our overarching goal is for students to develop what C. Wright Mills called a “sociological imagination”: we aim for students to critically examine social structures and inequalities, make links between the personal and political in order to comprehend the impact of social forces on lived experience, and envision alternative futures at both the local and global levels. As part of this mission, we encourage students to seek a just, free, and egalitarian society, and to inform that search with disciplined research and analysis. With a strong foundation in classical and contemporary theory, students come to apply sociological frameworks and concepts to their everyday lives and to real world social problems, and to understand and challenge interlocking systems of oppression and privilege based on race, class, gender, sexuality, age, and national origin. Through critical comprehension of research methodologies and published sociological research, including their ethical and political aspects, students learn to formulate and carry out solid independent research and to communicate the results. Finally, we strive to instill in our students the importance of clear, polished writing and effective public speaking.

B. History

1961-2005: The USF Sociology Department at the University of San Francisco was initiated by Ralph Lane (1923-2007) in 1959 and was formally approved in 1961. From the late 1960s to the early 1970s, following a nation-wide trend, the USF Sociology Department enjoyed high enrollment numbers, reaching 300 majors in 1971. In the mid-1970s, the Department began to decline; retiring faculty members were not replaced, student numbers dropped, and the courses were reduced. By the mid-1980s, the Department had only 20 majors and survived solely by the virtue of its role in the General Education Curriculum (GEC, now known as Core Curriculum), the cross-listing of courses taught in other departments, and supervision of directed/independent studies. By 1989 there were only two full-time faculty.

In response to this crisis, Professor William Edwards, then Chair, implemented a plan to reinvigorate the faculty, course offerings and the number of sociology majors. With Jennifer Turpin (hired in 1991, now USF's Provost), Edwards introduced several new courses into the curriculum, launched the Women's Studies Certificate program (which later became the Women's Studies minor and is now the Gender and Sexualities Studies minor), established a sociology Club, and initiated a chapter of Alpha Kappa Delta (an international sociology honors

society). Over the next few years, several new faculty members joined the department: Michael Webber, Esther Madriz, Anne Roschelle, and Rebecca Chiyoko King-O'Riain.

The late 1990s and early 2000s were a period of change, loss and growth for the department. During this period, Professors Roschelle and King-O'Riain left USF for other institutions, Professor Turpin became Associate Dean in the College of Arts and Sciences, and Professor Webber assumed an administrative position with the College. Sadly, Professor Madriz passed away in late 2001 after a long battle with cancer. During the same period, however, the number of majors grew, as did the number of new, tenure-track faculty. In 2000, Nicole Raeburn was hired to teach courses in gender, feminism and inequality, and the University's first LGBT studies course. In 2001, Cecília Santos was hired to develop the globalization curriculum, and added courses in development, sociology of law, and Brazilian culture and society. In 2002, Stephen Zavestoski joined the department to teach in the area of environmental sociology, and Joshua Gamson came on board to teach in the area of culture. In 2003, Kimberly Richman came on to teach in the area of criminology, and Stephanie Sears (who came to USF the previous year as a James Irvine Dissertation Scholar) was hired in the areas of gender, critical race theory, and African American studies. In 2005, Victor Rios became a tenure-track faculty member, teaching courses in juvenile justice and Latin@ sociology, and Evelyn Rodriguez (who came to USF the previous year as a James Irvine Dissertation Scholar) was hired as a tenure track faculty member in the area of Asian American Studies. (Professor Rios left USF for UC Santa Barbara in 2006.)

The Sociology Department since 2005: Since the previous program review, the department has been relatively stable in size, with a bit of growth in faculty and some new developments in relation to other programs. The Department's program assistant, Shona Doyle, left to become Coordinator of Retention and Student Advising programs in the College of Arts and Sciences' Dean's Office in 2006, and we were able to replace her with a new and equally competent program assistant, Amy F. Joseph. In 2007, the Department made two new tenure-track junior faculty hires: Anne Bartlett in the areas of political sociology, globalization, human rights, and urban sociology, and Hwaji Shin in the areas of race and ethnicity, citizenship and nationalism, and globalization. Professor Bartlett's expertise in African affairs and Professor Shin's expertise in North East Asian affairs added much needed global and geopolitical diversity to the Department curriculum. That same year, Professors George and Sharon Gmelch joined USF and started the Anthropology minor program, housed in the Sociology Department; the Gmelches were hired as tenured Full Professors, and together share a single term line. With William Edwards retiring after the 2012-13 academic year, we have hired a new assistant professor, Danny Gascon, in the field of urban criminology.

During this period, the department's contributions to various interdisciplinary majors and minors continued, and new connections were developed. Our Globalization and Resistance course was a requirement for all majors in the interdisciplinary Bachelor in International and Area Studies

program (BAIS), established in 2004; when BAIS revised its curriculum and requirements in 2007, a new sociology course, Introduction to Globalization, was created to fulfill BAIS requirements. In addition, all sociology courses with a focus on international studies were cross-listed with BAIS, serving as electives for the BAIS major. In Fall 2009, Professor Anne Bartlett launched the Master of Arts in International Studies program (MAIS), which now has 80 graduate students. Sociology's affiliation with the Environmental Studies program (ENVA), formed in 1999, has also taken new shape. Professor Zavestoski, whose environmental sociology courses are cross-listed with ENVA, has been asked to teach a yearly course restricted to Environmental Studies majors. Beginning in 2012, and scheduled to continue at least into the 2013-14 academic year, Professor Zavestoski's teaching obligations were reassigned to Environmental Studies by the Dean, and he currently serves as the College's Sustainability Director. The department has also strengthened ties to the Dual Degree in Teaching Preparation (DDTP), largely through a new Education emphasis in the major. In 2012, Noriko Milman joined the department in a full-time term position to teach in the area of sociology of education, which serves not only sociology majors who are interested in educational fields, but also students in the DDTP and Child and Youth Studies program.

At the present time, the Department consists of ten full-time faculty members, one program assistant, one term professor, and several adjunct faculty members who teach Introduction to Sociology sections as well as some electives. In addition, two full-time Anthropology faculty members are housed in and affiliated with the department. Morale in the department, and the intellectual and collegial atmosphere, have been generally high and appear, like the program as a whole, to be on a slow, steady upswing.

It should be noted, in terms of staffing, that many of our faculty members are not, in practice, teaching full loads within sociology. Professor Zavestoski is (at least for the time being) not teaching in the department; Professor Sears receives **TK** for directing the African American Studies minor and **TK** for directing the Esther Madriz Scholars program; Professor Bartlett receives a course release for directing the MAIS program and has teaching obligations for that program; Professor Rodriguez is scheduled to chair the Asian American Studies program, for which she will receive one four-unit course release over a two-year cycle. In addition, in 2013-2014, we will have four faculty members (Professors Raeburn, Richman, Santos, and Sears) on full-year sabbatical and another (Professor Shin) on medical leave. In other words, under normal circumstances we are not really operating with all faculty members fully available for sociology, and even with the faculty hire replacing Professor Edwards after his retirement, in the coming year we will be even more severely short-staffed.

C. Learning Goals and Outcomes

The Sociology Department operates with four overall learning goals, each of which is operationalized via several learning outcomes. They are:

1. Sociology majors should be able to analyze critically social practices, structures, and inequalities, such that the student will be able to:
 - a. Define, give examples of, and use meaningfully at least six of the following: culture; status; role; norms; deviance; social structure; social class; social mobility; social change; socialization; stratification; institutions; race; ethnic group; gender.
 - b. Identify both macrosociological and microsociological aspects of social life, and discuss examples of these from at least one substantive area of sociology.
 - c. Describe at least two intersections between structural inequalities of race, ethnicity, gender, sexuality, class, and/or nation-state.
 - d. Describe inequalities at the regional, international, and/or global levels of analysis.
2. Sociology majors should be able to discuss, differentiate, and apply major sociological theories, frameworks and traditions, such that the student will be able to:
 - a. Describe, compare, and contrast basic theoretical orientations, such as functionalism, conflict theories, and interactionism.
 - b. Describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. Sociology majors should be able to formulate, conduct, and communicate independent social research, such that the student will be able to:
 - a. Describe, compare, and contrast basic methodological approaches for gathering sociological data, including both quantitative and qualitative methods.
 - b. Design and implement a research study in an area of choice and explain why various decisions were made, including sampling, variables, measures, methods of data collection, and data analysis.
 - c. Use computerized and on-line databases to find published sociological research.
 - d. Critically assess a published research report in an area of choice.
 - e. Clearly convey data findings in writing.
4. Sociology majors should be able to connect sociological analysis to practical social action, such that the student will be able to:
 - a. Explain the implications for practical action of sociological theory and research in an area of choice.
 - b. Develop a sociologically informed action plan in an area of choice.

- c. Conduct at least twenty-five hours of service or activist work in an area of choice, and explain what they have experienced from a sociological framework.

We are engaged in an ongoing process of tracking student progress toward these outcomes through our assessment efforts (see Section III).

We aim for, and seem to achieve, greater racial and ethnic diversity among our students than within the already-diverse University as a whole. (See Section VI below.) We would like to achieve greater gender diversity among students and faculty, and to bolster the inclusion of social class stratification in our curriculum. Further discussion of goals around program offerings can be found in the following section.

II. CURRICULUM

A. General Overview

Sociology offers a B.A. degree in sociology and a minor in sociology. In addition, the Department contributes to a wide range of interdisciplinary programs, all of which list various sociology courses as electives and/or requirements. These include: 1) Diversity Studies minors (African American Studies, Asian American Studies, Ethnic Studies, Gender and Sexualities Studies, Latin@-Chican@ Studies); 2) Social Justice minors (Criminal Justice Studies, Legal Studies, Peace and Justice Studies, McCarthy Public Service Certificate); 3) Interdisciplinary majors and cross-listing departments (Environmental Studies, B.A. and M.A. International and Area Studies programs, Media Studies, Politics, African Area Studies minor, B.A. and M.A. Asian Studies programs). Other programs that frequently require or list our classes include: Dual Degree in Teaching Preparation, Nursing major, Health Communication minor, Child and Youth Studies minor, Gerontology minor. We serve the University's Core Curriculum in Core Area E (8 courses), Service Learning (4 courses), and Cultural Diversity (13 courses). Almost all courses in the Department are four units. Meeting time and expectations regarding work outside class meet the University's standards for four unit courses, as reflected in our recently submitted Credit Hour Compliance forms. In addition, as of 2011, we have begun offering a two unit career and leadership course.

The sociology faculty's sizable *contribution to other minors, majors, and programs* is at once a great strength and a challenge. Because many of the interdisciplinary programs rely heavily on our offerings, we offer a great service to the University in sustaining these programs and fostering an environment of interdisciplinarity and collaboration. It is also intellectually fulfilling for members of the Department to be able to participate in programs that intersect with their specialties. In some cases, the fact that so many of our courses are cross-listed with other programs also helps to increase enrollment in these courses. At the same time, this breadth of

involvement is not without cost, as department members sometimes find themselves over-extended across programs in terms of both curricular and service responsibilities, and the emphasis on sociology as a discipline can become diluted. This has been an ongoing discussion within the Department, as we seek to balance the strengths and challenges of our engagements outside the Department.

One of the most *distinctive features* of the program in sociology is our role, as teachers and practitioners of critical sociology, in articulating the University's mission of social justice and academic excellence. Our curriculum is built on commitments to diversity and social justice, critical thinking, a global perspective, the development of writing skills, and engagement with cutting-edge social issues. The department's critical sociology approach, with a strong emphasis on intersectionality and a focus on social justice, distinguishes us from many other programs nationally and internationally.

In terms of *curricular development*, some new courses come from decisions we've made as a department about requirements, emphases, and filling curricular gaps. Others come from faculty members' own interests. New faculty members are strongly encouraged to offer new courses, especially within their areas of specialization, and each member of the Department has the opportunity to develop and submit new courses for adoption. We discuss trends in the discipline and the broader society, as well as the needs of our students, to ensure that they are reflected in course content. The Department collectively discusses the courses we want to be eligible to fulfill the University's Core Curriculum, and decisions about cross-listing courses with other departments or programs. Faculty members share a rotation in the teaching of required courses so that no member feels "stuck" with a course, and so that everyone has regular opportunities to offer courses in their areas of specialization. A description of recent curricular changes is provided below.

Over the past five years, the *size of the major and enrollment trends* initially declined, then climbed, and now appear to be either stabilizing or slowly increasing. According to Dean's office data, in 2005 there were 150 majors and 20 minors; in 2006, that grew to 175 majors, and then by 2009 dropped to 113. By spring of 2010, it increased to 126, and we have maintained a relatively stable size of majors over the past few years.¹ Currently, the Sociology Department is the 11th largest major in the College of Arts and Sciences. We project continued slow growth, and expect the number of majors to stay between 150 and 200 (and probably between 20 and 40 minors) in the coming years.

¹ Dean's office data excludes students on temporary leave and those who have not yet completed the final paperwork for the major. Our own internal numbers show a slow and steady increase of majors over the past few years. Our data shows 152 current majors and 15 minors, roughly the same as 2005. Our numbers show a growth of 5-10% a year over the past three years.

As of Spring 2012, the *composition of our majors and minors* was: 79% female and 21% male; 44% self-identified White, 25% Latin@, 14% Asian, 6% African American, 5% Native American, 4% International, and 2% “Unknown”; 41% Seniors, 26% Juniors, 20% Sophomores, and 13% First-Year students.

In terms of *enrollments*, as measured by Student Credit Hours (SCHs), we also observe a relatively steady increase in recent years. In the 2004-2005 academic year, SCHs totaled 3,933 (more than twice the 1994 number). SCHs continued to rise even after the total number of majors began to decrease from its historic high in 2006; this probably indicates that the Department is serving a wide range of students outside of the major, or perhaps that sociology majors are taking more of our courses or more units in general. In the 2011-2012 academic year, SCHs totaled 4,351, approximately 10% higher than 2006. This increase of SCHs in spite of the decrease in the total number of majors could have many implications.

Data on *graduation rates* for those who declared the sociology major as first-year students (incomplete information, since it excludes our many transfer students or those who declare later) show up-and-down patterns. Four-year graduation rates improved in the period immediately following the last external review, peaked in 2007-2009, and then began falling again, fluctuating between 44.4% and 60.9%; the six-year graduation rate has also fallen but less dramatically so, with rates between 50% and 71.4%. We expect that as the economy recovers, these numbers will improve. We also anticipate that the University’s early notification system, as implemented through CASA and MAPS, will increase the retention and four-year graduation rates of our students.

B. Undergraduate Program

To earn a B.A. in sociology, undergraduates must complete 44 credits of *course work*. 24 of these are core requirements for the major; the remaining 20 credits are elective units. The ideal sequencing, though not always achieved for students who transfer or come later to the major, is Introduction to Sociology and Writing in Sociology (Year 1), Sociological Theory and U.S. or Global Inequalities (Year 2), Research Methods (Year 3), Senior Capstone or Honors Thesis (Year 4), with electives along the way. Earning a sociology minor requires completion of 20 credits that must include Introduction to Sociology and Sociological Theory. (See Appendix A1 for more detail.) sociology majors can also choose to earn an *optional emphasis designation*, which is recorded on their University transcripts (e.g., major: sociology, with emphasis in Race and Ethnicity). To do so, students are required to take at least four courses (16 credits) in one of the following Emphases: Criminology, Law, and Society; Education and Culture; Human Rights and Social Justice; and Urbanization and Globalization. Three of the required four courses for an emphasis must be upper division, and the courses counted toward the emphases must be elective

courses (i.e., they cannot apply toward a requirement of the major). Although not all sociology majors choose to designate an area of emphasis, this option helps some students to focus their studies, develop a cohesive undergraduate program, and decide on future career or graduate study paths. (See Appendix A2 for more detail.)

The main *recommendations of the 2006 program review* (excluding those that could be addressed by the administration but not the department) were that we: a) revise the curriculum to generate a “stronger emphasis on a sociological perspective,” reduce overlap or redundancies in the curriculum “around identity inequalities in general and particularly in gender”; b) develop offerings in a variety of missing substantive fields; c) increase quantitative reasoning more forcefully throughout the curriculum; d) rely less on adjuncts and more on regular faculty for teaching Introduction to Sociology; and e) develop a “capstone experience” for students. Along with other changes discussed below, we have addressed the last two issues directly: *Full time faculty now teach at least half the Intro sections*, and for the past several years we have offered a *Capstone in sociology* course for our seniors (with the option for eligible and interested students to instead write an Honors Thesis). Although it is not realistic for us to teach a greatly widened range of substantive areas, we have expanded where we can, through the addition of courses (see list of *new courses* below), hiring (which has expanded our offerings in political sociology, urban sociology, immigration, and, at least for now, sociology of education), and have developed and revised *optional emphases* in the major to give more disciplinary coherence to students’ experience.

To a large degree, although not through any formal mechanism, we have been beefing up *quantitative reasoning* across our curriculum, mostly through individual syllabus revisions. The Department still has work to do in terms of improving instruction in quantitative reasoning skills, knowledge of quantitative methodological approaches, and ability to conduct basic quantitative statistical techniques. We envision that a future hire in the area of stratification and/or poverty would allow us to address this need. We also intend to explore the possibility of bringing in math faculty or adjuncts into Research Methods to teach a two-week module introducing descriptive and inferential statistics. Dean’s Office support to implement this plan will be needed.

The first recommendation, about the identity-based *inequalities* (or intersectional) centerpiece of our curriculum, remains an ongoing discussion, and one for which we would welcome feedback from the current program Reviewers. We have been considering various options for changing the requirements (requiring a stratification course and then allowing students to choose among a variety of inequalities-related electives; combining our global and U.S. inequalities courses; requiring one inequalities course from a list of electives; leaving the requirements as is), but have not yet reached a consensus. We look forward to discussing this with the reviewers.

Other changes to the curriculum over the past five years, in response to both the previous APR and the Student Learning Assurance (SLA) process (see below), include the addition of Writing in Sociology and 21 new electives, such as: Geeks, Geishas and Gangsters; Introduction to Globalization; Gender, Development and Globalization; Resistance to Corporate Globalization; Sport, Culture & Society; Critical Approaches to Race and Ethnicity; Migration and Diversity in East Asia; U.S.-Mexico Borderlands; Urban Education; Sociology of Hip-Hop; Community Organizing; Humanitarian Intervention; and International Justice, Violence and Memory. Three of our faculty members also offered the competitive Davies Forum during this time period.

C. Admissions and Transfer Policies

There are no additional requirements for admission to the program beyond those established for admission to USF. Advanced Placement (AP) credit is handled by the University Evaluator, although as yet no high schools appear to have instituted AP Credit in sociology. Transfer credit is first determined by the University Evaluator, and then the Chair typically meets with each transfer student to go over the major (or minor) checklist form to fill in sociology courses that have already been completed and record any substitutions for elective sociology courses that we don't currently offer. Potential study abroad credit must be pre-approved by the University Evaluator, and then the student approaches the Chair to determine which courses may be counted toward the sociology major or minor. The Department does not award credit for experiential learning or unsupervised undergraduate research. While valuable, we do not feel that these experiences can substitute for the rigorous learning outcomes that each of us has established for our courses.

D. Advising

Students in the Sociology Department are advised by full-time faculty members. Faculty advisors are assigned by the program assistant, although students have the prerogative of requesting an advisor of their choice or changing advisors in the future. Faculty members typically each have 19 advisees on average. (Prof. Santos has agreed to serve as an advisor for International Studies beginning in Fall 2013, so her Sociology advising workload will be lessened and her advisees distributed among the other full-time Sociology faculty members.) Advising takes place during pre-registration periods, at the beginning of each semester and twice during the summer, and as needed throughout the year. Faculty members are available for advising at times set aside by them and on a drop-in basis. The department has developed program checklists, which serve as guides to the major and minor requirements; these checklists are filed in students' advising folders. Each student meets with a faculty member to review the checklist to make sure all requirements for the degree are understood and that the student is moving appropriately towards major completion. A record is kept of all work done, the semester in which the student receives credit for a course, and the number of units received for each course. The student, faculty advisor, and department chair sign and date the checklist and the

folder is maintained in the Department office. The checklist also contains notations made by the advisor regarding a student's progress.

To date, the structure of advising has worked reasonably well. Regular contact with our students has greatly improved since we instituted advising holds for all students, rather than just freshmen and sophomores. Advising holds not only compel students to meet with her or his advisor during registration, they allow advisors to better assist upper division students with their graduation plans. The additional holds also allow faculty and students to develop a closer relationship over time, through more and consistent contact.

We have been discussing the possibility of initiating *group advising* for sophomores and juniors in the major, led by faculty and more advanced students. The goals would be to help the students take control of their education, get them through required courses earlier in their trajectory, increase retention and on-time graduation, and prepare them for Honors Thesis and Capstone requirements.

E. Overall Academic Quality

We believe that we offer a high quality critical sociology program, with a grounding in the core of the discipline and an emphasis on social justice. Faculty report that former students have praised the critical thinking skills they honed in their sociology classes, which contributed to students' success in graduate programs, law school, and other careers. We are confident that we offer students rigorous training in a sociological perspective, and on what it means to address a sociological question with empirical evidence. (See the reports in Appendix B for evidence from our course assessments and exit surveys for evidence in this regard.) We have less of a "mainstream" vision of sociology, and more of a qualitative emphasis, than many other sociology departments. As a small department, we aim to provide quality educational experiences across a modest range of subfields rather than compromising quality by spreading ourselves thin into areas of the discipline beyond our expertise. We also provide opportunities for students to conduct independent social research, work with faculty on research processes, and present at conferences such as the annual Western Departments of Anthropology and Sociology Undergraduate Research Conference, where we are always well represented by our students.

The curriculum changes over the last six years have resulted in improvements to the academic quality of the program. (See Student Learning Assurance discussion below.) These include introduction of a Senior Capstone Seminar and the Writing in Sociology requirement. The Capstone course requires students to draw on and apply a range of sociological knowledge—implementing all four of our major learning outcomes—during a semester-long field experience. As we have heard some student complaints about the quality of the Writing in Sociology course, we are currently taking a closer look at that class (run by the Rhetoric and Language

Department); a new instructor has taken the course over and we are more involved in its design and monitoring. We have also been more diligent about ensuring that students complete their theory and methods requirements in their junior year, thus enhancing their learning in upper division electives and Capstone and/or the Thesis class in their senior year.

In addition to some of the unresolved curricular issues mentioned above (improved quantitative instruction, how to manage the redundancies in our inequalities-related courses), we have been struggling how to make the Honors Thesis option in our program work more effectively. Since that class has eligibility requirements (a 3.5 GPA), and requires self-motivation, proactive work, and maturity on the part of students, enrollment is predictably small. It has a lower enrollment cap, but there have been often been too few students for the Deans Office to allow us to run it as a class, and students take it as a Directed Study—a much inferior way to go through a process which is already relatively unstructured and solitary compared to a workshop course. (All Thesis students also must have a faculty mentor, so faculty members are already doing additional service in this manner.) Although it would work best as a two-semester project, we cannot afford to staff it as a full-year course. In those semesters when no Thesis class is running, we have had an Honors Thesis coordinator, but fulfilling that role fully—bringing students together for periodic meetings, meeting individually with students, etc.—involves considerable time and effort, beyond service expectations, without compensation. We have not yet figured out how to maximize the Honors Thesis options, some of which require Deans Office support, and look forward to feedback from the reviewers.

F. Credit Hour Policy Compliance

All courses that are listed in the course catalog are in compliance with the USF Credit Hour Policy.

III. STUDENT LEARNING ASSURANCE

The full Student Learning Assurance (or Assessment) plans, rubrics, and reports are included in Appendix B, and here we summarize our major activities and findings. Overall, we learned two *major lessons* from the findings of our last assessment cycle (2008-2011): 1) First, we are *achieving our foundational* (introductory and intermediate level) learning outcomes well; 2) second, at the more *advanced level*, particularly in the area of research practice, students appear to be only partially achieving the learning outcomes. While the number of students on which this assessment is based is rather small on some outcomes, we were already aware through reports from instructors that there were large difficulties, and these numbers may confirm those reports.²

² This may be a somewhat anomalous finding—we will know more as we reassess these items in the next assessment cycle—reflecting a period of time in which quite a few faculty members were on leave, and some core courses (including Research Methods) were canceled

The findings at the more introductory levels give us reason to be optimistic, as it is clear that we are providing the current students a strong foundation for more successful achievement of the more advanced research-related learning outcomes.

We diagnosed the problem of student learning at the upper levels, and discussed ways in which students could enter the Capstone and Honors Thesis courses with stronger research knowledge and skills, and how those courses could further build and solidify research-related knowledge and skills. Due to difficulties in attracting enough students to the Honors Thesis Workshop course in academic years 2009-2011, we changed our course offering for 2011-2012. While Honors Thesis remained an option for students, we decided to offer the course as a Directed Study rather than as a workshop course; we hoped that self-motivated and well-prepared students would pursue this option, with the rest entering the Capstone course. We also made an extra effort to inform students of the Honors Thesis Workshop option at an earlier stage of their undergraduate career. Student interest in the Honors Thesis Workshop has slightly improved. We offered the Honors Thesis Workshop course again in Fall 2012 (5 students), and 3 students are writing Honors Theses through Directed Studies in Spring 2013.

In addition to changing the frequency of some of our core courses, such as Capstone, we dedicated extra effort to advise students to take Sociological Theory at an earlier stage in their career. All faculty advisors were instructed to guide the students to take core courses in a sequence that we believe would improve student-learning outcomes at the upper levels. Further, to address the issue of redundancy across the curriculum, the Department revised its areas of emphases and submitted the revisions to the Curriculum Committee in Fall 2012 (see above and Appendix A2).

Finally, the Department revised and submitted its Student Learning Assurance Plan for the 2012-2014 academic cycle. The Department's assessment plan for the current cycle 2012-2014 continues to assess the learning goals and outcomes assessed in the first cycle (2008-2011). Compared with our previous plan, we have revised and added only one learning goal (1d) to assess students' learning of levels of inequalities that go beyond the national borders. We have also decided to assess our four learning goals in two years, rather than three years. In response to the feedback we received from the office that oversees student learning assurance plans, we are adding electives to the curriculum map and will assess our learning goals and outcomes in some elective courses to be offered in the first and second years of our plan.

The major impediments to meeting our learning outcomes are: 1) faculty leave cycles, which in some years cluster, leaving us with too few full-time faculty members to cover core courses, and reduced capacity to identify and eliminate deficiencies to keep the curriculum consistent; 2) a

due to low enrollments.

lack of faculty members specializing in quantitative methodologies; 3) the challenges in the Honors Thesis instruction cited above, some of them tied to University enrollment policies.

IV. FACULTY

A. Demographics

The Sociology Department sees its racial/ethnic, gender, and sexual orientation diversity as an important strength. Indeed, as far as we know, it is one of the most diverse departments on campus. The eleven-member faculty (one being a term position) includes two African Americans, one Latin American, one Japanese-born Korean, one Filipina American, one mixed race, and five Caucasians. The religious diversity of the faculty, including two self-identified Jews, is also in keeping with the religious pluralism that is an important value of USF. The Department is more heavily female than male (with seven female and three male faculty members). Additionally there is significant diversity of nationalities, with three members born and raised outside of the United States (in Brazil, Wales, and Japan, respectively). Finally, the Department is one-third gay or lesbian. While not included in University or wider disciplinary reports on diversity, this is a demographic that the Department considers important, particularly given its location in San Francisco, the student body we serve, and our commitment to diversity in the broadest sense. While we would value the ability to diversify our faculty further with the addition of, for example, Chican@ faculty (a group currently unrepresented), we feel our level of diversity serves our student population well and allows us to function as a well-balanced and culturally sensitive department.

B. Teaching

All faculty members are outstanding teachers and researchers, with the appropriate background and expertise to teach the courses in the current curriculum and beyond. The faculty members genuinely enjoy teaching, and this contributes to our outstanding reputation among the students. Some faculty prefer teaching their stable repertoire of classes, while others welcome the opportunity to design new courses. This opportunity is not always available due to our need to teach required courses for our major and for other majors and minors to which our program contributes.

The Chair is responsible for preparing the *schedule*. In 2011, the Department compiled a list of faculty's teaching repertoire and preferences. Each semester, the Chair consults with the faculty about their teaching preferences and discusses with them such preferences in the light of the Department's needs and their own. Enrollment is another factor that is taken into consideration for the selection of courses to be taught each semester. To avoid class cancellation due to low enrollment, we normally do not offer the same elective courses on consecutive semesters.

Since 2010 the University has continuously established a series of *scheduling rules* that impact our teaching. Under the current scheduling rules, we must teach 45% of our classes on a two-day/week schedule, 45% on a three-day/week schedule, and no more than 5% once a week. We also have to follow rules on the selection of time slots. To comply with these rules in a democratic manner, we adopted a rotation system for the two day/week and three day/week schedule. Every semester, full-time tenured faculty alternate teaching on a two-day and three-day/week schedule. Full-time, not-yet-tenured faculty do not enter this rotation. The Chair is also exempt from this rotation. We are not pleased with the mandatory three-day/week schedule for pedagogical reasons. Our faculty members believe that both lecture and class discussion are important elements of teaching, and the one-hour class meeting does not allow enough time for a lecture to be followed by class discussion.

All full-time faculty teach both required and elective courses. In 2004, we adopted a *rotation* system, so that every faculty member teaches at least one required class per year. Whenever needed, we also rely on part-time instructors to offer required and elective courses that cannot be taught by full-time faculty due to their sabbatical leaves or course releases. In 2007, the Department further expanded the rotation system, so that every faculty member has to teach Research Methods. This rotation is sometimes suspended when a part-time or term faculty member specializing in both quantitative and qualitative methods is available.

The following *required courses* have been taught by full-time faculty in the last five years: *Introduction to Sociology*: Professor Edwards, Professor Shin, Professor Gamson, Professor Sears, Professor Zavestoski. *U.S. Inequalities and Social Justice*: Professor Raeburn. *Global Inequalities and Social Justice*: Professor Santos, Professor Edwards. *Sociological Theory*: Professor Bartlett, Professor Shin. *Honors Thesis Workshop*: Professor Sears, Professor Gamson. *Senior Capstone*: Professor Sears, Professor Richman, Professor Rodriguez, Professor Zavestoski. *Research Methods*: Professor Zavestoski, Professor Rodriguez, Professor Sears, Professor Bartlett

In addition to curricular innovation, faculty have incorporated *technology* into their teaching. All full-time faculty use Blackboard (as do many part-timers), and many use PowerPoint in the classroom. At the same time, faculty try to avoid overreliance on these techniques, which can sometimes be detrimental to interactive learning. Some faculty also organize field trips as an integral component of their courses.

The Department has been careful to *monitor* its teaching effectiveness. The assessment measures outlined above should help us in this regard, as do the formal SUMMA teaching evaluations that are administered in each class. These consistently demonstrate that sociology faculty score at or above College, University and national means. Many faculty also use their own qualitative

assessment instruments in order to monitor teaching effectiveness. One additional innovation in terms of teaching effectiveness is the creation of the Teaching Committee. This committee (currently Profs. Gamson, Raeburn, and Zavestoski) helps coordinate class visitations of part-time and term faculty, and provides feedback to adjunct colleagues regarding their teaching methods.

Outside of classroom teaching, all faculty members have supervised students' directed study projects and/or honors theses. Faculty have also supervised students' paper presentations in scholarly conferences, including the annual Western Departments of Anthropology and Sociology Undergraduate Research Conference, held at Santa Clara University, which some faculty members have also attended.

C. Research

In accordance with the Collective Bargaining Agreement between the University of San Francisco and the USF Faculty Association, all full-time, tenured and tenure-track faculty in the Sociology Department are expected to be engaged in “research of merit” that is “consistent, current, and active.” In keeping with our own mission to use sociology “to enhance active and critical citizenship in a globalized world,” much of the scholarship produced by our faculty can be characterized as a type of “public sociology”—work that connects sociological research and findings to a larger mission for social justice, with the aim of helping to build a perceptive, insightful, cooperative, and culturally diverse society.

While the curriculum vitae of individual faculty (Appendix C) specify scholarly publications and other “evidence of a creative and scholarly mind” produced by our faculty, the following broadly identifies our active faculty’s areas of expertise:

Faculty	Rank (by 08/2012)	Areas of Research
Bartlett	Assistant Professor	Inter-ethnic conflict, political identity formation, insurgency, genocide, human rights, humanitarian intervention, globalization, Sudan, Darfur.
Edwards	Associate Professor	Emerging global cities, crime literature
Gamson	Full Professor	Culture, media, gender, sexualities
Milman	Full-time Term Professor	Education
Raeburn	Associate Professor	Social movements, gender, sexualities, organizational change
Richman	Associate Professor	Law and society, crime and deviance, family law, gender and sexuality, re-integrative programming for prison inmates
Rodriguez	Associate Professor	Race and ethnicity, gender, U.S. immigrant families, youth cultures
Santos	Associate Professor	Legal mobilization and globalization, women’s and human rights, violence, memory and justice
Sears	Associate Professor	Gender, race and ethnicity, youth cultures, dance

Shin	Assistant Professor	Nationalism, citizenship rights, human rights, race and ethnic relations, historical and comparative sociology
Zavestoski	Associate Professor	Environmental sociology, social movements, sociology of health and illness

The quality of work produced by our faculty has earned professional recognition in our respective areas. The chart below lists selected accomplishments since 2005:

Faculty	Research Awards, Book Contracts, Research Positions, etc.
Bartlett	(Provisional) Book contract from James Curry, 2012; Associate Editor of Peace Review Journal, 2008-present
Gamson	Book contract from NYU Press, 2013; John Simon Guggenheim Memorial Foundation Fellowship, 2009; Stonewall Book Award (Israel Fishman Book Award for Nonfiction), American Library Association, 2006
Raeburn	Max Weber Award for Distinguished Scholarship (from the American Sociological Association's Organizations, Occupations, and Work Section), 2007; Honorable Mention, Distinguished Scholarship Award (from Pacific Sociological Association), 2006; Finalist, C. Wright Mills Award (from the Society of Social Problems), 2005
Richman	Award for Outstanding Contribution to Scholarship, Pacific Sociological Association; two book contracts from New York University Press; Grant from the National Science Foundation
Rodriguez	<i>Slaying the Dragon: Re-loaded</i> (produced with Asian Women United and premiered at the San Francisco International Asian American Film Festival), 2011; Book contract from Temple University Press, 2009
Santos	Book contract from Almedina Press, book published in Portugal, 2012; Book contract from Hucitec Press, book published in Sao Paulo, 2009; Finalist for the 2010 Book Prize of the Brazil Section of the Latin American Studies Association; Portuguese Foundation for Science and Technology (FCT) Research Grant (75,000 Euros), 2012 – 2014
Sears	Book contract from SUNY Press, 2010

Shin	Research Fellowship for Freeman Spogli Institute for International Studies at Stanford University; Best Scholarly Award in ASA section of Global and Transnational sociology
Zavestoski	(Co-edited) Book contract from University of California Press, 2012; Grant from the American Sociological Association Fund for the Advancement of the Discipline, 2007; Fulbright Scholarship, 2006

The main *impediments* to faculty productivity appear to be: the recently changed course scheduling, which makes finding blocks of time for research and writing even more difficult to find; the ongoing challenge of the “three course semester,” which creates conditions in which it’s virtually impossible to do any research and writing whatsoever; the absence of teaching credit or compensation for additional teaching duties such as supervising directed studies and advising senior theses; and service expectations whose limits are not always clear, leading some faculty members to agree to extensive service that leaves little time and energy for research activities.

D. Service

The Sociology Department contributes to college, University, and community service in myriad and substantial ways. Over the last 5 years, sociology faculty members have contributed to the college and University via departmental projects and events as well as through individual efforts. The following is a partial listing of service, which does not include less tangible contributions such as serving as campus, community, and national resources and informal consultants on issues of race, class, gender, sexuality, genocide, incarceration, and social movements.

Departmental projects:

- The *sociology colloquium Series* is a series of talks that support the ongoing intellectual aims and social justice environment at USF. Through this series, the Department also fosters the continued development of a community of sociologists and the sociologically curious that includes faculty, staff, and students as well as community members and activists. The series has been highly successful. Two annual colloquium events that are especially important in fostering a sociology community are the sociology Career panel and the Honors Thesis Colloquium. These events are tailored to the needs of our students and highlights the work of present and former students.
- The annual *Esther Madriz Social Justice Prize*, developed in coordination with Gender and Sexualities Studies and Latin American Studies, honors a graduating senior in the College of Arts and Sciences who, through her or his academic excellence and outstanding record of

social justice work, best exemplifies the scholarly and activist contributions of the late Professor Esther Madriz, Associate Professor of sociology.

- The *Esther Madriz Diversity Scholars program*, initiated in Fall 2005, is a year-long living-learning community. A collaborative effort between the Sociology Department and the Intercultural Center, the program integrates Core Social Science, Cultural Diversity, and Service-Learning requirements into a community-based curriculum that explores issues of inequality, social justice and social change. In addition to the academic curriculum, the community participates in a weekend retreat at the beginning of Fall semester, attends a weekly community meeting, and participates in a 10-12 day travel-study experience during winter intercession.
- The annual *sociology Paper Prize* is awarded in recognition of an outstanding research paper or analytic essay written by a graduating senior majoring or minoring in sociology.
- *S.T.E.P.* (Sociologists Together Empowering People), the student-run sociology club at the University of San Francisco, was established in Spring 2011 and is advised by faculty members. S.T.E.P.'s main purpose is to create solidarity among individuals interested in sociology. The Club hopes to build a campus community for current and prospective sociology majors and minors by providing students opportunities to network; to acquire information about graduate schools, internships, and jobs; and to build professional relationships with fellow students and faculty. S.T.E.P also aims to increase student civic engagement and promote social justice on campus and in our communities.

In addition to the aforementioned initiatives, individual faculty serve or have served as *Chairs*, *Co-Chairs*, *Directors* and *members* of the following committees that serve the larger USF community:

- *Director/Chair of University and College programs* including Alpha Kappa Delta, African American Studies, Arts Council, Asian American Studies, Environmental Studies. Louise M. Davies Seminar, Distinguished Lecture Series, Masters of Arts in International Studies, Sustainability Division of Arts and Sciences.
- *University Committees:* Center for the Pacific Rim Advisory Board, College Council, Distinguished Teaching Committee, Faculty Development Fund, Global Women's Rights Forum Planning Committee, Institutional Review Board, Intercultural Center Advisory Board, McCarthy Center Steering Committee, President's Advisory Committee on the Status of Women, Provost's Committee on Retention, Transportation Task Force, Campus Violence Task Force, Pre-Professional Law Advising Committee.
- *Arts & Sciences Committees:* African American Studies Advisory Board, Arts & Sciences Critical Diversity Studies Committee, Arts & Sciences Diversity Task Force, Arts & Sciences First Year Seminar Committee, Arts & Sciences Sustainability Task Force, Asian American Studies Advisory Board, Asian Studies Advisory Board, Bachelor of Arts in International Studies, Center for Latino Studies in the Americas, Environmental Studies Advisory Board, Gender & Sexualities Studies Advisory Board, Latin American Studies

Advisory Board, Legal Studies Advisory Board, Masters of Arts in International Studies, Advisory Board, Peer Review Committee, Sustainability and Social Justice Forum, Yuchengco Philippine Studies Advisory Board.

- *Student Clubs & Groups:* USF San Quentin Alliance for CHANGE, Asian Pacific American Student Coalition, Delta Sigma Theta Sorority, Esther Madriz Activist Scholars, Queer Alliance, Sabor Brasil, Sociologists Together Empowering People, Phi Alpha Delta Pre Law Fraternity.

Since the last review, faculty members have continued to participate in *outreach programs* to potential USF students. For example, sociology faculty are a consistent presence at the College's major/minor fair, admitted student fairs, Webtrack summer advising and the annual phone-a-thon that connects interested applicants to USF professors. In addition, sociology faculty have served as mentors to University Scholars and have participated in the From Dusk 'til Don Overnight program Faculty Panel, a program that brings interested Black and Latino students and their families to campus to increase their acceptance rate. In addition, the department hosts four annual community events to support the development of our majors as well as reach out incoming students and potential majors. These events include our faculty and student luncheon, career panel, honors thesis colloquium and end-of-year celebration.

Faculty members have also provided relevant *service to the wider community*, as exemplified by their participation in the following professional, non-profit, and community based organizations.

- *Professional Service:* Reviewers for *Social Forces*, *American Sociological Review*, *Social Problems*, *American Journal of sociology*, *The Sociological Quarterly*, *Sociological Focus*, *Science as Culture*, *Law & Society Review*, *Law & Social Inquiry*, and many other journals and book publishers. Editorial Board of *Journal of E-Government*, *Contemporary sociology*, ASA Rose Book Series, *New Civitas*, *Contexts*, *Celebrity Studies*, *Law & Society Review*, among many other journals and book series. Members of American Sociological Association committees including the Nominating Committee, the Excellence in the Reporting on Social Issues Award Committee, the Executive Council of Section on sociology of Law, and the Section on Sex and Gender. Among other professional roles recently served by our faculty are Chair of the Society for the Study of Social Problems Division on Law and Society; Executive Counselor, Awards Committee Chair, and Vice President of the Western Society of Criminology; the Professional Activities Committee, Law and Society Association; National Conference programming Committee for the Association of Asian American Studies; and the program Committee of the Pacific Sociological Association.
- *Community Service* work has included: Co-President, Asian Women United of California; Organizer, Eclipse Rising; Consultant, Scott Tsuchitani's Guerrilla Art Project in Japan; Co-organizer, "The Great Rehearsal? The World Revolution of '68"

(one-day conference at USF); Organizer, “Tears of the Earth” memorial concert for Japan’s Tsunami-Quake victims; Consultant, Rooftop Alternative School PTA; Founder and President of Board of Directors, Alliance for CHANGE; Sponsor/Member, San Quentin Prison Providers Coalition

E. Relationship with Other Departments and Programs

As noted above, sociology faculty members teach courses that *serve nearly 20 interdisciplinary programs* and majors at USF. In addition to teaching and advising, our contributions to these interdisciplinary programs include organizing programs and events as well as serving as advisory board members, committee members, directors, chairs, and even founders. In addition, sociology faculty involved in living-learning communities sometimes work with other faculty across disciplinary boundaries as well as staff from the Student Housing and Residential Education, the Intercultural and Gender and Sexuality Centers and University Ministry. In general, sociology faculty report that most of the interdisciplinary collaborations work well and are personally and professionally satisfying. One challenge is the pull that such programs have on sociology faculty’s time and energy for department-centered events and committees.

The major *impediment* to developing and sustaining research and/or programmatic connections to other departments or programs is faculty time. One of the recurring difficulties is that interdisciplinary programs are routinely created without increasing the number of faculty in either the home department or in the new program to adequately staff the new programs. The University could thus strengthen the development of interdisciplinary research and connections by adequately staffing the new interdisciplinary programs/majors being developed. Second, the University could provide more opportunities for faculty from different schools and departments to come together to develop cross-disciplinary connections. (One space where this currently occurs is at the Writing Retreats. Here, faculty hear about each other’s research and are provided the time and space to make interdisciplinary connections.)

F. Recruitment and Development

Faculty recruitment has slowed since 2007, when we made our last full-time tenure-track hires. We are now stabilized at ten full-time faculty members, along with one term appointment this year (to be renewed if Professor Zavestoski moves into an administrative position). With one faculty member, William Edwards, due to retire in 2013, the University has authorized a search for a faculty member whose term would begin in Fall of 2013. Recruitment for that position, for a criminologist with an urban focus—filling two gaps we identified in our previous self-study, accentuated by Professor Edwards’ retirement—is currently taking place. We have no other anticipated retirements in the next five to ten years.

Our previous review praised the department for its “excellent job recruiting from the very best departments and developing a faculty with a strong research agenda,” and for “hiring faculty clearly committed to teaching and social justice.” We seek to maintain and build on this strong tradition. While we cannot predict whether any hiring will be authorized in the coming few years, we have several areas in which we wish to hire in the future. The Department is particularly interested in hiring in the areas of *poverty, sociology of labor/work, international political economy, and quantitative methodology*.

The Department fosters the *professional development* of the faculty in a number of ways. The Chair schedules junior faculty to teach in areas that would not require major new preparations (to leave time for research and writing), intervenes with the College when necessary to shield junior faculty from overwhelming service assignments, and also offers case-by-case advice for how to balance teaching, research, and service. New faculty members, who are assigned a more senior faculty mentor to support their transition into the Department, make use of this mentoring to varying degrees. In practice, however, most faculty members report that their development and growth takes place largely through informal mentoring and exchange in the Department. The Chair also meets individually with junior faculty shortly after they are hired in order to communicate informal and formal expectations and makes every effort to maintain regular contact with new faculty throughout the academic year. New faculty members also attend the events organized by the College to promote professional growth and development. The sociology colloquium Series facilitates contact between faculty around sociological subjects, including but not limited to faculty research.

V. DEPARTMENTAL GOVERNANCE

The unanimous adoption of our Departmental Bylaws (see Appendix D), and their unanimous readoption in September 2012, speaks to the high degree of confidence we have in the effectiveness of our *governance structures and processes*. The primary purpose of the by-laws, especially as the department has grown in size, is to serve as an official reminder of our shared commitment to collective decision-making, and to a consensus process that fosters inclusion and active engagement of all department members. Faculty feel included in the decision-making process, and there is great pride in the Department’s commitment to and success in using consensus building. It has helped to build a remarkable sense of community and collegiality in the department.

With the growth in the number of faculty and in the number of agenda items at our monthly faculty meetings, some of the work of our Department in recent years has been allocated to ad hoc *committees*. Committee members meet with each other to draft proposals on particular initiatives, which are then brought to the Department for discussion and a collective decision. Our experience using ad hoc committees has thus far been uniformly positive.

The *chair term* is three years, and rotates among department members based on how long they have been in the department. Although the chair sometimes invites members to do particular tasks, and is responsible for keeping an eye on the equitable distribution of labor, almost all work within the department is decided collectively, as needs are announced and faculty members volunteer to address them.

We encourage *leadership roles* among our faculty within the department by supporting individuals' decisions to take on those roles, and through the expectation that everyone (including new faculty members) will take on leadership in some area. However, junior faculty are frequently asked by the College and University administration to take on leadership roles outside of the department, even in their first year. This is especially more the case with our colleagues of color, who often bear the brunt of being well represented in terms of Departmental diversity but underrepresented in the College and University. Our challenge has been how to help them navigate the large number of requests they receive from administrators and students to take on various forms of service, and here the Chair has often run "interference" to shield junior faculty from taking on detrimentally heavy service loads.

VI. STUDENTS

A. Recruitment

The Department has been making various efforts to *recruit majors* to our program. The increase in full-time faculty teaching the gateway Introduction to Sociology has proven to be an effective way to recruit our students to our program. First-year Seminars, aimed at students who have not yet declared their majors, with their small class size and intensive student-faculty engagement, have been another new gateway course to the major. (Dr. Rodriguez's first-year seminar in 2010 brought a good number of new students into the major, for instance.) Additionally, Department members attend the major/minor fairs throughout the year, the fair for newly accepted students, and Dons Fest orientation events. Ongoing department events and activities such as the Department Colloquium sometimes attract and engage students enough to inquire about the major. Our new collaboration with the Dual Degree in Teaching Preparation program, and establishment of an Education and Culture emphasis in the major, seems to be leading more Dual Degree students to the major. Lastly, the Esther Madriz Diversity Scholars living-learning community, led by Dr. Stephanie Sears (and, in the past, also Dr. Evelyn Rodriguez) sometimes leads to new majors, as well.

B. Demographics

The Sociology Department attracts a diverse body of undergraduate students in terms of their socio-economic background, nationalities, ethno-racial identities, sexual orientations, political inclination, faiths, age, and so on. Reflecting a larger nationwide and, to an even greater extent, University-wide pattern, our student population is disproportionately female. Of all enrolled majors between Fall 2006 and Spring 2012, the proportion of female students has ranged between 70% to 80% of our majors, with an overall average of 76%. In terms of race and ethnicity, white students represent the largest group, constituting 39% of our majors in the past 5 years. The second largest ethnic group among our majors is Hispanic or Latino students, who constitute approximately 23% of our majors in the past 5 years; Asian American students represent approximately 10% to 15% of our majors; African American students used to constitute about 10% to 12% of our students, but in the past few years, their representation has declined to 6%-7% of our majors; Native American (1% to 4%) and Pacific islanders (1% to 2%) were among the smallest ethnic groups in our majors. We have a small number of international students every year, approximately 1% or 2 % of our majors. Although we are unable to track students' socio-economic status or if they are first generation college students, anecdotal evidence suggests that we do seem to attract a solid amount of first generation students as well as those from the lower-end of the class hierarchy.

C. Intellectual and Social Climate

The Department strives to offer an intellectually stimulating climate for students' academic development. Our colloquia series offers students an opportunity to encounter active sociological researchers and thinkers. We have a chapter of Alpha Kappa Delta, the International sociology Honors Society, and qualified students are selected for membership each year. We offer opportunities for students to become involved in the Honor Thesis Workshop and to present their original research at regional and national sociology conferences. In 2010, under supervision by Dr. Shin and Dr. Rodriguez, some of our sociology majors organized a sociology Student Club, which they named Sociologists Together Empowering People (S.T.E.P.). S.T.E.P. has quickly become a central force of student-led activities on campus. In the Fall of 2011, S.T.E.P. co-organized the Panel-discussion on the Occupy Movement on campus, attracting more than 300 attendees from on and off campus. STEP also organizes small on- and off-campus events throughout the academic year to facilitate solidarity among sociology majors as well as to promote sociological consciousness on emerging public issues in the Bay Area community and beyond. Overall, the student intellectual and social climate in the major appears to be vibrant and enthusiastic.

D. Academic Expectations and Progress

Academic expectations are directly communicated to students via syllabi, written and verbal feedback, advising, websites, periodic email announcements, and a Department brochure. At the

beginning of every academic year, the Department hosts an orientation for all the freshmen and transfer students who declare their major in sociology. Students are kept informed of their progress in achieving the learning outcomes of each of their particular courses through evaluative feedback (both written and verbal) that they receive throughout the semester from their individual professors, along with the summary evaluations that are provided to them through formal grades assigned in each course.

VII. STAFF

The Department of sociology has one program assistant, Amy F. Joseph, and one student assistant, who works with Amy at the Department's office. Amy has greatly contributed to the smooth operation and development of the Department. Amy's organizational, communication and technological skills are remarkable, and she has also been active in proposing and developing initiatives that maximize her performance (including numerous technological tools and improvements) and anticipate the needs of the faculty and students (including taking the initiative on collaborations with the Dual Degree in Teaching Preparation program, which led directly to a new area of emphasis in the department). In addition to these efforts, and her daily advice to and communications with students, Amy has greatly contributed to the growth of the sociology club, Sociologists Empowering People (S.T.E.P.), providing the club with logistical support and generous feedback and guidance. Amy's exceptional work goes beyond the expectations of the Department.

VIII. DIVERSITY AND INTERNATIONALIZATION

A. Diversity

Demographic diversity is discussed in the sections on Faculty and Students above. More broadly, many elements come together to reflect and promote the Department's *commitment to principles of diversity*, perhaps the most important of which is our dedication to social justice. The collegial environment and culture of the Department create a space for faculty to speak as individuals and not as representatives of our respective groups. This commitment to inclusion is further put into practice through the Department's governance and decision making strategies, which embody feminist processes. This commitment is also embodied in the wide variety of sociology courses that explicitly address issues of diversity, inequality, privilege and oppression as well as through our scholarly record of research and publications that focus on inequalities and progressive social movements. Through our sociology colloquium series, we bring to USF scholars whose research often explores issues of diversity and inequality from various critical frameworks.

The main factors that both *impede and facilitate* our efforts to recruit students from underrepresented groups is really the University's capacity to attract such students. In terms of

pulling from the available student pool of underrepresented students, the department is doing very well. The increase in our faculty diversity has generated a dramatic increase in the number of courses that focus on issues of race, gender and sexuality, as well as the development of emphases in human rights and social justice. The department culture continues to be one that supports students' active embrace of diversity and their critical engagement with issues of inequality while in and outside of the classroom. One of the positive impacts of this climate can be seen in students' selection of sociology faculty as advisors for their student organizations that focus on diversity, culture and social justice. Sociology faculty are or have been advisors to the Black Student Union, The Asian Pacific American Student Coalition, the Queer Alliance, GenderRoots, USF San Quentin Alliance for CHANGE, USF Pre-Law Fraternity, Esther Madriz Diversity Scholars, and student club Sabor Brasil. In addition, sociology faculty are often asked by various culturally focused clubs to be guest and keynote speakers at recruitment, programmatic, and year-end events.

B. Internationalization

In recent years, most faculty members have integrated international issues into their courses, some more than others. For instance, Professor Bartlett designed an Introduction to Globalization course in 2007, which is offered to sociology majors and became a core course for the International Studies major. Professor Shin has added a transnational and global approach to her Critical Approaches to Race and Ethnicity and Nationalism and Citizenship courses, and created a new course, Migration and Diversity in East Asia. Professor Edwards has also created and taught courses focusing primarily on international issues, such as Urbanization and Development (renamed as Cities in a Global Context); his Introduction to Sociology course has a global focus, and his Introduction to Urban sociology has consistently examined the influences of global markets on the development, shape, and function of cities around the world. Professor Santos offers internationally focused courses. Professor Sears has incorporated the critical analysis of borders into the Esther Madriz program on the sociology of Hip-Hop; this transborder trip included New York and Marseilles in January 2012. Part-time instructor José Palafox created a course focused on transnational issues, U.S.-Mexico Borderlands. Although we have more work to do internationalizing the program offerings, we have come a long way in the past few years in this regard.

Many sociology majors and minors have taken advantage of *study-abroad* programs organized by USF and other institutions—since Spring 2008, 58 of our majors have studied abroad—and students have also participated in immersion experiences organized by the Esther Madriz Diversity Scholars Community and other living-learning communities on campus. The Sociology Department has no formal international partnerships.

Over the coming years, we aim to increase the number of international students and increase the number of students studying abroad. We also hope to streamline the number of “globalization”-titled courses while increasing the number of substantive courses within the international sphere, such as Humanitarian Intervention, Human Rights, sociology of Peace and War, Global Health, Migration, and Global Culture.

IX. TECHNOLOGY AND INFORMATIONAL RESOURCES

A. Technology

The University’s campus support for technology seems to meet the Department’s *teaching needs*. All of our faculty use some form of computer medium for teaching. Many use PowerPoint to conduct their lectures, Blackboard to post important course content and facilitate online interactions, and integrate Internet-based audio and video into their teaching. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. Faculty who utilize learning software are adequately supported. We have no current plans for increasing technology use in the classroom.

Generally speaking, we provide our students with solid training in online secondary research skills, and adequate training in conducting primary research via computer technologies. We remain relatively weak in training students in computer-based data analysis, however, and need to work on that in a more focused manner, hopefully with some University support.

Technical computing skills necessities for research vary considerably across the discipline. They are most necessary in quantitative sociology. As this is a largely qualitative department, the computer hardware and software, and technical support, provided by USF adequately supports our needs.

B. Distance Learning

The Department has not been involved in distance learning programs, and at this point has no plans to be.

C. Library

The Department is for the most part satisfied with Gleeson Library’s services, especially with the enhancement of access to electronic holdings over recent years. Few faculty members report relying exclusively on the somewhat modest holdings of the library alone, but instead make much use of interlibrary loan and electronic holdings, which extend the library’s reach. The

electronic journal holdings in sociology are adequate at this point, and as long as they are maintained at their current level we do not expect resource difficulties.

Our library liaison, Sherise Kimura, has been a very valuable asset, and the library's sociology holdings have improved since her hiring. The Department has utilized her services primarily for students, sending individual students and whole classes to her for research assistance and training. In addition, Ms. Kimura has been responsive to Departmental requests for new books, videos, and DVDs and has rapidly facilitated these orders.

X. FACILITIES

The current instructional and research/creative work facilities are adequate for Departmental needs, within the well-known constraints of space at USF. Those constraints are significant: adjuncts often share small offices, and it is very difficult to change classrooms if an assigned one turns out to be problematic for a particular class. The University has various mechanisms in place to address these difficulties, but the situation has not significantly changed for the better.

The offices in Kalmanovitz Hall are a big improvement over our previous facilities. Some of us have suggested to the Administration (many times, in fact) that some kind of food/coffee cart in the building would go a long way to strengthening social networks within the building; there has been no action in that regard, and we continue to believe it would be improve quality of life in practical and intangible ways.

XI. CONCLUSIONS

As this self-study suggests, the members of the Sociology Department all agree that the department is in very good shape. We've made important adjustments to our curriculum in response to changes in the field, developments at USF, the previous Academic program Review, our own observations about what is and isn't working, and the USF assessment process. We have a clear sense of our own strengths and our identity as a department, and confidence that we are fulfilling our mission well. After a relatively low period, the major (in terms of numbers of majors and enrollments) has been reinvigorated, and appears to be slowly growing and stabilizing; student enthusiasm and interest seems higher than it has been in years. We have a satisfyingly diverse faculty and student population. Our decision-making, morale, and everyday work life remains collaborative, warm, and effective—we like, respect, and enjoy one another.

The self-study has also identified some areas where we are still working and still face some challenges. Summarized, these include:

- *Curriculum:* a) We are considering changes to the inequality-related major requirements (the Global/U.S. Inequalities requirement), and have not yet come to consensus on how to proceed. b) We are still working on strengthening instruction in quantitative reasoning within the Methods course and across the curriculum, and have not yet firmed up a concrete plan for doing do. Additional resources will likely be necessary for this effort. c) We continue to seek ways to ensure that the senior Honors Thesis option is strong, viable, and rigorous, regardless of the number of students involved in any given semester.
- *Staffing and faculty issues:* a) Although we are comfortable in our role as a discipline-focused department that also plays a central role in interdisciplinary programs across the campus, the balance is not always easy to achieve and poses an ongoing staffing challenge that we cannot address simply by hiring adjunct instructors. As the University creates new majors, minors, and MA programs—some initiated by members of our own department—our faculty members are often tapped to direct and/or teach within them. We value these programs highly, but this also drains our department of important teaching resources, and dilutes the disciplinary center of the department. We believe this is primarily a hiring issue, in that programs are created that often rely on existing faculty and courses. b) Most of our faculty members are now tenured Associates, and report that the obstacles to research time cited in this study make it challenging to work effectively towards promotion to Full. c) We have identified several areas of specialization, described above, that are necessary to fill over the coming years in order for the department to fulfill its mission, offer a more full curriculum, and keep pace with similar departments at similar institutions.

We look forward to the external reviewers' feedback and insight on these issues, any others they note, and on the general state of the department.

XII. COMPREHENSIVE PLAN FOR THE FUTURE

Over the next five years, we certainly expect to have all of the above issues resolved. Some simply require further discussion or ongoing vigilance, and others are only possible through the provision of new resources. Our plans for these and some additional goals include:

- *Settle the questions surrounding Inequalities core requirement.* We expect to do this in part through the program review process, and to come to a conclusion by or before Spring 2014.
- *Settle the questions surrounding the senior Honors Thesis option.* This may require additional resources (for instance, teaching credit or compensation for the Honors Coordinator and/or for Thesis Directed Studies). We expect to do this in part through the program review process, and to come to a conclusion by or before Spring 2014.
- *Strengthen quantitative instruction.* This may involve additional resources, either in terms of faculty hiring or the hiring of adjunct faculty to run advanced statistics modules. We would hope to have new mechanisms in place by or before Spring 2014.

- *Recruit more faculty members.* As we continue to position ourselves as a critical Sociology Department that provides a strong sociological training with a social justice emphasis, faculty recruitment in areas noted above (poverty/political economy, labor/work, quantitative methods) will be needed to build and extend our strengths; as sociology becomes more globally focused, we will be seeking to recruit candidates who can continue to internationalize our curriculum. The fact that so many of our faculty members are recruited for, and serve, other programs on campus increases the need for more faculty lines in the future. (This could conceivably be addressed through the reallocation of existing resources—that is, by insisting that sociology faculty members teach only within the department—but there is no indication that the University and College administrations want that, nor that the individuals involved are dissatisfied with their roles.)
- *Seek solutions to three-course semester.* Although the teaching load is a matter for Faculty Association and Administration negotiations, we aim to find more ways for faculty to fulfill the third course obligation, so that faculty research can be effectively managed throughout. Ideas include 2-unit courses or unit credits for teaching- or program-related work that is not currently recognized and credited. This is an ongoing goal for improvement.
- *Enhance student culture.* We are committed to seeking ways to foster a vigorous research culture among students. We structure research within many of our courses already, but hope to find other means to increase and improve student research. In particular, the department believes that a small amount of financial support for student research projects would make an impact. This is an ongoing goal for improvement.
- *Enhance faculty community.* Another ongoing area we have targeted is the strengthening of community within the department. As we've noted, the department operates with great collegiality, but faculty members also tend to be involved with many programs outside of sociology. We will be seeking ways to build a stronger intellectual and social center within the department (which may also be a means of providing intellectual growth and engagement of faculty post-tenure). Some of this can be achieved through intention and effort, but many of our goals require at least minimal financial support. For instance, faculty retreats now receive no financial support from the University, and the costs in terms of time (with the new schedule, only weekends are available) and funds (food, childcare, etc.) make these much more rushed and less effective faculty community events.