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**ACADEMIC PROGRAM REVIEW, FALL 2018**  
**DEPARTMENT OF SOCIOLOGY SELF-STUDY**

On behalf of the  
**Sociology Faculty**

Submitted by  
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**Sociology Department**  
**College of Arts and Sciences**

## **SUMMARY OF KEY ISSUES AND RESOURCES NEEDED**

### **Issues for Consideration**

- Improving recruitment and retention efforts to grow the major, while achieving greater gender, socioeconomic, and international diversity
- Developing and implementing strategies to balance faculty commitments to other social justice, diversity, and global programs at USF
- Developing and offering structural support for the promotion of Associate Professors into Full Professors
- Moving the Cultural Anthropology minor under International Studies
- Improving the curriculum in ways that further strengthen students' research skills, especially quantitative literacy
- Developing an internship course
- Developing online/ hybrid course(s)
- Fostering a stronger research culture for students and faculty

### **Key Resources Needed**

- Adequate university staffing of College interdisciplinary programs/ majors
- Faculty hires based on Sociology's specific needs
- Increased quantitative training for students and faculty
- More time for faculty research

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## **I. MISSION AND HISTORY**

### **A. Mission**

*The mission of the Department of Sociology is to provide students with a high quality educational experience where they learn to critically apply sociological theories, frameworks and concepts to the understanding of everyday lives, pressing social problems and structural inequalities at the local and global levels. Our overarching goal is for students to develop what C. Wright Mills called a “sociological imagination.” The program gives students the tools and skills to challenge interlocking systems of oppression and privilege and build just societies as scholars, advocates, policymakers, and activists. It is also part of the Department’s mission to provide a collegial and enriching working environment for the professional growth of its members and associates.*

### **B. History**

The initial idea of having a Sociology Department at the University of San Francisco (USF) was first proposed by Professor Ralph Lane (1923-2007) in 1959 and was formally approved by the University in 1961. From the late 1960s to the early 1970s, following a nation-wide trend, the USF Sociology Department enjoyed high enrollments, reaching 300 majors in 1971. In the mid-1970s, however, the Department began to decline and student numbers dropped, retiring faculty members were not replaced and the number of sociology courses were reduced. By the mid-1980s, the Department had only twenty (20) majors and survived solely by 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, the department chair, Professor William Edwards, with the strong and enthusiastic support of Dean Stanley Nel and Associate Dean Gerardo Marin in the College of Arts and Sciences, implemented a plan to reinvigorate and rebuild the department. Jennifer Turpin was hired in 1991 and she and Professor Edwards introduced over a dozen 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 started 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 (1993), Anne Roschelle (1994), Esther Madriz (1996) and Rebecca Chiyoko King-O’Riain (who entered in 1997 as an Irvine Minority Dissertation Fellow).

The late 1990s and early 2000s were a period of change, loss and growth for department faculty. In 2000, Nicole Raeburn was hired to teach courses in gender, feminism and inequality, and the University's first LGBT studies course. Also, during this period, Professors Roschelle and King-O'Riain left USF for other academic institutions (Rochelle to SUNY New Paltz and King-O'Riain to the National University of Ireland at Maynooth). Sadly, Professor Esther Madriz passed away in November 2001 after a long battle with ovarian cancer. Professor Turpin became Associate Dean of Arts, Humanities and Social Sciences in the College of Arts and Sciences, before becoming Dean of the College of Arts & Sciences and, later, University Provost. Professor Webber also assumed an administrative position with the College as Associate Dean of Program Review, Assessment and Adjunct Faculty.

Despite these losses, the underlying foundations of the department were strong, and it continued to grow in terms of the number of new majors and the number of new, tenure-track faculty. In 2001, Cecília Santos was hired to develop the globalization curriculum, and added courses in globalization, gender and development, sociology of law, Brazilian culture and society, and more recently, sociology of human rights. In 2002, Stephen Zavestoski joined the department to teach in the area of environmental sociology; Joshua Gamson came on board to teach in the sociology of culture; and Stephanie Sears was selected as an Irvine Minority Dissertation Fellow. In 2003, Kimberly Richman was hired to teach criminology and sociology of law, and Stephanie Sears was hired as a full-time tenure track faculty member to teach in the areas of gender, critical race theory, and African American studies. In 2005, Victor Rios and Evelyn Rodriguez joined the department as Irvine Minority Dissertation Fellows. Professor Rios was offered a tenure-track line to continue teaching courses in juvenile justice and Latinx sociology in Fall 2005 (Professor Rios later left USF for the University of California, Santa Barbara in 2006). And, after participating in a national search, Professor Rodriguez was hired as a tenure-track faculty member in the area of Asian American Studies. In 2006, the department acquired a new and highly competent program assistant, Amy F. Joseph.

In 2007, the department's faculty seemed to grow significantly. That Spring, after some discussion, the Sociology Department agreed to a request from the Dean's Office to house George and Sharon Gmelch, two anthropologists who would share a full-time position (i.e., based on the original terms sent in an email to faculty, they would both teach one course a semester, alternating during the required three-course semester), over the next three years of a "courtesy appointment" (they continue to be housed in Sociology today). The following Fall, the Department made two new tenure-track junior faculty hires: Anne Bartlett in political sociology, globalization, human rights, and urban sociology, and Hwaji Shin in 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. (Professor Bartlett subsequently left for the University of New South Wales, Australia, in 2015).

**Since the previous program review in 2012**, the department has grown in size with the additions of two new tenure-track and one new term faculty, and the return of two tenured faculty members from administrative service to the University. 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. Professor Daniel Gascón joined the Sociology Department the following year, in 2013, to teach in the areas of urban criminology, law and society, race and ethnic relations, critical approaches to the study of urban policing, punishment and inequality, and gang and youth culture. Prior to Professor Gascón's hire, there had been a long-standing need for someone to teach criminology and urban sociology courses, which was filled with his successful appointment. The department also hired Professor Sadia Saeed in 2016 to further enhance its efforts to globalize the sociology curriculum. Her areas include religion and politics, nationalism and citizenship, international human rights and anti-colonial movements. In addition, Professor Jennifer Turpin returned to the department in 2016 after 17 years of administrative service to the university as Associate Dean of Arts, Humanities and Social Sciences (1998-2003), Dean of the College of Arts and Sciences (2003-2010), and Provost and Vice President for Academic Affairs (2010-2015). Professor Michael J. Webber also returned to the department in 2017 after serving for 14 years as Director of Program Review and Assessment (2003-2007), Associate Dean of Program Review, Assessment and Adjunct Faculty (2007-2010), Associate Vice Provost of Academic Effectiveness (2010-2011), Dean of the School of Management (2011-2014) and Vice Provost of Academic Affairs (2014-2016). These additions have alleviated the staffing shortages of the department and have allowed the department to expand its course offerings (e.g., Sociology of Islam developed by Professor Saeed). Furthermore, since 2012, the department has collectively and individually made efforts to integrate a global component in all sociology courses.

**As the department has grown, Sociology's contributions to various interdisciplinary majors and minors have likewise grown and developed.** Our Globalization and Resistance course was a requirement for all majors in the interdisciplinary Bachelor's 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. Sociology's affiliation with the Environmental Studies program (ENVA), formed in 1999, also took a new form. Professor Zavestoski, whose environmental sociology courses were cross-listed with ENVA, was asked to teach a yearly course restricted to Environmental Studies majors. Beginning in 2012, Professor Zavestoski's teaching obligations were reassigned to Environmental Studies by the Dean and he

also served as the College's Sustainability Director. The department strengthened its ties to the Dual Degree in Teacher Preparation (DDTP), largely through a new Education emphasis in the major. In 2011, Professors Rodriguez and Sears served on the College's University Task Force, which produced, among other things, the interdisciplinary Critical Diversity Studies Major; and Professor Rodriguez subsequently served as Director of Critical Diversity Studies in 2014-15 and between 2015-17. Professor Cecília Santos served as the Director of the Latin American Studies program from 2015-2017 and member of the International Studies Advisory Board; and Professor Saeed is currently coordinating the Peace and Justice Studies Minor and advising the International Studies majors in the Peace and Conflict Studies track. Starting in Spring 2019, Professor Gascón will serve as the Coordinator of the Chicax/Latinx Studies Minor Program.

To date, Sociology's formal and informal partnerships with other University programs, departments and initiatives include (complete list of courses available upon request):

- [4+3 and 3+3 Pre-Law Programs](#) with the School of Law
- Bachelor's/ Credential Program and Dual Degree in Teacher Preparedness with the USF School of Education's [Undergraduate Teacher Education Center](#)
- [Child and Youth Studies](#)
- [Criminal Justice Studies](#)
- [Critical Diversity Studies \(CDS\) Major](#) and Minors: [African American Studies](#), [Asian Pacific American Studies](#), [Chicax/ Latinx \(and Indigenous\) Studies](#), and [Gender and Sexualities Studies](#)
- [Esther Madriz Diversity Scholars \(EMDS\) Living-Learning Community](#) partnership with the [Leo T. McCarthy Center for Public Service and the Common Good](#)
- [Latin American Studies](#)
- [Legal Studies](#)
- [International Studies](#)
- [Peace and Justice Studies](#)
- [Urban Studies](#)

Despite low morale elsewhere in the University, the Department of Sociology continues to enjoy a distinctively collegial and intellectual culture.

### **C. Program 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 micro-sociological 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 online 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).

## **D. Notes on the Current State of USF Sociology**

**Strengths** - Our Sociology Department has a nearly 60-year history of offering undergraduates at the University of San Francisco the knowledge and experiences they need to understand and effectively address the structural roots of social problems and inequalities at the local and global levels. We have been intentional about growing our faculty-- recruiting diverse members, who expertly teach various sociologies that prepare our students to intelligently advance the public good. This is very much aligned with USF's Mission to "educate leaders who will fashion a more humane and just world," and with the American Sociological Association's aim to promote a more diverse discipline, and the practice of "public sociologies" that enable students to "carry sociology into all walks of life," and to meaningfully contribute to the publics we study. Our faculty's collegiality extends beyond the Department, and has meaningfully helped to support, build, and lead a number of social justice-centered interdisciplinary programs on campus.

**Points for Consideration** - We especially invite feedback regarding how our Department can and should evolve with regard to the following issues:

1. 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.) **We would like to achieve greater gender diversity among students and faculty, and to bolster the inclusion of social class stratification in our curriculum.**
2. The integration of many of our courses and faculty into the University's interdisciplinary minors and majors demonstrates the need and success of our diverse, robust and challenging curriculum and faculty. **We seek to maintain the integrity of, and our commitment to, this sociology curriculum, especially given steadily increasing enrollments and commitments outside the department.**

## **II. CURRICULUM**

### **A. Introduction**

**One of the most distinctive features of the Sociology program is the way it articulates and exemplifies the University's Jesuit mission** of academic excellence in the service of social justice. Care for the whole person (*cura personalis*) and care for the work (*cura apostolica*) lead us to be mindful of and attentive to our students in the midst of our personal and professional engagement with our roles as teachers and practitioners of a more critical sociology. The Sociology faculty come from diverse intellectual, philosophical, religious and personal backgrounds and we often use diverse vocabularies to describe our shared mission but we all

fully embrace the project of engaging our students, broadening their perspectives, sharpening their skills and strengthening their capacities as critical, ethical and compassionate citizens. The Sociology curriculum is also built around this commitment to the mission through its emphasis on social justice, diversity, global perspectives, critical thinking and writing skills, and engagement with current social issues. These commitments distinguish us from many other Sociology programs both nationally and internationally.

**The Sociology Department offers two undergraduate academic programs—a baccalaureate degree (B.A.) in Sociology and a minor in Sociology** (See Appendix A). The baccalaureate degree in Sociology has a curriculum that systematically provides students with opportunities to synthesize, practice and develop increasingly complex ideas, skills and values. Important learning objectives are introduced relatively early and they are reinforced and developed as the student proceeds through the major. The alignment between curricula and learning outcomes can be clearly seen in our **curriculum maps** (See Appendices A1-A3).

The Department also makes a significant contribution to a wide range of interdisciplinary programs that list various Sociology courses as requirements and/or electives. These include: 1) Interdisciplinary majors and cross-listing departments (Asian Studies, Critical Diversity Studies, Environmental Studies, International Studies' undergraduate and graduate programs, Latin American Studies, Media Studies, and Politics); 2) Diversity Studies minors (African American Studies, Asian Pacific American Studies, Chicana/ Latinx Studies, Gender and Sexualities Studies); and 3) Social Justice minors (Criminal Justice Studies, Legal Studies, Public Service and Community Engagement, Peace and Justice Studies). In addition, a number of other programs frequently require or list our classes including, most notably, the Nursing major and the Dual Degree in Teacher Preparation Program as well as the Health Studies, Child and Youth Studies, and Gerontology minors.

The Sociology Department also makes a major contribution to the Core Curriculum. Over the past five years, we have taught fifty-two (52) classes in Core Area E (Social Sciences); thirty-two (32) classes in Cultural Diversity; and twenty-four (24) classes in Service Learning. Most of these classes have been at the 100- and 200-level but some of our 300- and 400-level classes have also met Core Curriculum learning outcomes. The average class size in these courses over the past five years has been robust - Core Area E (Social Science) courses averaged thirty-five (35) students in fall and twenty-nine (29) students in spring; Cultural Diversity courses averaged twenty-six (26) students in fall and eighteen (18) students in spring; and Service Learning courses averaged eleven (11) students in fall and thirteen (13) in spring. These class sizes are appropriate for the learning outcomes and learning objectives of the Core Curriculum.

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. The department also offers a two-unit career and leadership course.

**The Sociology faculty's sizable contributions to other majors, minors, and programs is at once a great strength and a daunting challenge.** Many interdisciplinary programs rely heavily on our course offerings and the department is justifiably proud of the great service we render to the University in helping sustain these programs, thus contributing to the University mission and the collaborative, interdisciplinary academic environment of the College. Participation in these academic programs is also intellectually fulfilling for Sociology faculty since many of these programs intersect with their sub-specialties in the discipline. In some cases, cross-listing our courses with other programs has also helped to increase enrollments. But our extensive involvement with programs outside of Sociology is not without cost. Sociology faculty are often over-extended in terms of both their curricular and service responsibilities to other programs, and the perennial worry is that our primary responsibility to Sociology can become fragmented and diluted. In some cases, such as in the Gender and Sexualities Studies minor, Sociology faculty are the only ones teaching some of the required classes and have been for quite some time.

The curriculum is always a "work in progress" and **in terms of curricular development, new courses have emerged from decisions we have made as a department about requirements, emphases, and curricular gaps while others have come from a faculty members' own evolving intellectual interests and concerns.** New faculty members are strongly encouraged to offer new courses within their areas of specialization and each member of the Department has the opportunity to submit experimental new courses with a view to incorporating them into the Sociology curriculum. We discuss trends in the discipline, the broader society, and the needs of our students to ensure that they are reflected in course coverage and content. The Department also discusses the courses we want included in the University's Core Curriculum and the courses we would like to cross-list with other departments and programs. Faculty members share a rotation in the teaching of required courses so that no faculty member feels "stuck" with a course, and so that everyone has a regular opportunity to offer courses in their areas of specialization.

In recent years, the department has worked hard to revise the curriculum to generate a stronger emphasis on a sociological perspective and reduce duplication and overlap in the curriculum around identity inequalities in general and gender in particular. The department has introduced courses in global sociology, particularly sociology of religion. A first-year seminar titled "Engaging Political Islam" and another course titled "Islam, Politics and Society" are now regular offerings in the department. In addition, we have tried where possible to develop more

courses in new substantive fields of the discipline and have worked strenuously to reduce our reliance on adjunct faculty, particularly in Introduction to Sociology (where full-time faculty now teach the majority of sections).

Still, the department recognizes that there remains work to do in terms of improving instruction in basic quantitative statistical techniques. **Following the recommendations of the last program review in 2014, the department requested that a section of “Statistics for Social Sciences” be made available to Sociology majors** in the Mathematics Department as one of several course options for our students to gain technical familiarity with statistics, grounded in the social sciences. **But after receiving feedback from students and Math faculty that it was not improving their quantitative literacy (nor substantially distinct from already-existing Statistics classes), we dropped the completion of a statistics course as a prerequisite for the Research Methods in Sociology requirement before Spring 2018.** We also dropped the rotation of faculty in Research Methods and decided, given staffing constraints, to maintain the Research Methods course as-is, rather than divide it into “Logic of Inquiry” + “Doing Research,” as previously recommended.

Other than that, we have not yet arrived at consensus on how to address external review recommendations from 2014 regarding our Methods offerings. We embrace our identity as a strong qualitative program, but we recognize the growing desire and need for students to increase statistical knowledge. **A hire in quantitative methods** (with an open substantive area of research) would certainly allow us to address this need. In the meantime, **we have begun to explore how to collaborate with other programs on campus to provide students with training in areas that fall outside of our current faculty’s expertise.** We have met with Data Sciences and Mathematics to explore various avenues to improve the quantitative capacities of our students. Those discussions are ongoing. We have also experimented with bringing in a guest-lecturer into Research Methods; and, based on that success, are exploring inviting outside or guest faculty to teach a two-week module in the same course, introducing descriptive and inferential statistics. Finally, Professor Shin has raised the importance of developing something like a certificate program in Data Sciences for social science students. We are also open to other suggestions as to how to deal with this question.

Also following our last departmental review, **we adopted the reviewers’ recommendation that we eliminate the choice between U.S. and Global Inequalities as a core requirement for Sociology majors.** The course on Global Inequalities is now the only Sociology inequalities required course, as U.S. Inequalities has become an elective, given our conclusion that its key focus on intersectional analysis had been successfully integrated into so many of our other courses. In addition, following the reviewers’ comments, we streamlined the emphases in the major and made changes to the Honors designation. After external reviewers advised the

department to “drop the emphases because they will create ‘a good deal of administrative work with little reward for the students,’” in December 2014, the Sociology Department created a committee to revisit the utility and structure of our emphases, and **the department decided to maintain four optional emphases**, due to student interest in the “Criminology, Law and Society” and “Education and Youth” emphases in particular, and to communicate that the Department is also concerned and focuses on “Critical Diversity and Social Justice” and “Globalization, Development and Sustainability.” The Department felt that maintaining these emphases would offer students the opportunity to receive official recognition for concentrating in these particular areas if they wish. The following are current enrollment figures for the 18 students we have registered in our emphases:

1. Criminology, Law and Society: 9
2. Education and Youth: 6
3. Critical Diversity and Social Justice: 4
4. Globalization, Development and Sustainability: 1

**Sociology majors who choose an emphasis** can have their emphasis recorded on their University transcripts (e.g., major: Sociology, with emphasis in Critical Diversity and Social Justice). To do so, students are required to take at least four courses (16 credits) in one of the above four clusters. Students may include a First-Year Seminar (on a case-by-case basis) or a Directed Study (SOC 399) among the four electives as long as the courses are relevant to their chosen emphasis. (See Appendix A4 for more detail).

Revisions to our Honors Curriculum now require students to have: 1) a 3.5 or above GPA in the major and a 3.2 or above cumulative GPA; 2) Senior standing; and 3) completed Research Methods and Sociological Theory before they begin the Honors Track. If students meet these requirements and seek to achieve Honors in the major, they must then complete a rigorous two-semester honors thesis sequence of courses where they independently design, research, and complete an honors thesis on their chosen subject and publicly present their research in two public forums. Typically, this means that students will do a 2-4 unit Honors Track directed study (to formulate and design the research project, complete the literature review and prepare for data collection) in the fall and then the Senior Thesis Workshop in the following spring, where they collect their data, analyze it, write their final theses, and present their findings at both a multi-university undergraduate research conference and at a Sociology Department colloquium, to faculty and students. Since these changes were implemented in Fall 2016, we have seen the numbers of Honors track students steadily increase – four (4) in 2016-2017; eight (8) in 2017-2018; and nine (9) in 2018-2019. Two honors students subsequently succeeded in publishing their thesis in competitive journals.

## **B. Undergraduate Program**

**To earn a baccalaureate degree (B.A.) in Sociology, undergraduates must complete 44 credits of coursework.** Of these, 24 are core requirements for the major and the remaining 20 credits are elective units. (See Appendix A5 for more detail). In general, students usually take four courses per semester and the ‘ideal’ required course sequence for Sociology students is to take Introduction to Sociology and Writing in Sociology in Year 1; Sociological Theory and Global Inequalities and Social Justice in Year 2; Research Methods in Year 3; and Senior Capstone Seminar or Senior Thesis Workshop in Year 4. Students also have to complete five (5) sociology elective courses as well as all the University Core Curriculum and other University requirements. This ideal course sequence does not always work for transfer students or students who come late to the major; we strive as a department to help these students meet all the requirements in a way that ensures a smooth and timely path towards graduation.

**The Sociology Department also offers a minor program** in Sociology for students who wish to complement their major with a broader understanding of social processes, inequalities and institutions. The minor requires completion of 20 credits that must include Introduction to Sociology and Sociological Theory and at least eight (8) units of the 12 elective units required must be upper-division elective courses. (See Appendix A6 for more detail).

The undergraduate program in Sociology allows students to learn about the main theoretical and methodological theories, frameworks and perspectives in the discipline as well as how these are applied to contemporary social problems and issues. These perspectives are introduced early in our introductory and lower-division classes and are reinforced in the required core and elective courses that students take mainly in their junior and senior years. The curriculum also attempts to distribute the learning of core abilities in Sociology across the curriculum rather than restricting those competencies to just one required class.

The core courses are offered each semester and we work hard to ensure that there are sufficient electives such that the students are able to meet their graduation requirements for the program in good time. We generally recommend that students complete their lower-division requirements (Introduction to Sociology (SOC 150) and Writing in Sociology (SOC 297)) in their first or second year and their upper-division required courses (Global Inequalities (SOC 302), Sociological Theory (SOC 306) and Research Methods (SOC 308)) late in their sophomore or beginning of their junior semester. Students complete either the Senior Thesis Workshop (SOC 410) or Sociology Capstone Seminar (SOC 450) in their senior year. This sequence may vary particularly for transfer students.

The total number of courses offered by the department has been relatively stable in the past few years. In 2016, we offered 27 courses in spring and 23 in fall; in 2017, we offered 20 courses in spring and 22 in fall; and in 2018, we offered 26 classes in spring and 24 in fall. The proportion of lower-division to upper-division courses is skewed towards upper-division electives. We currently have 13 lower-division and 36 upper-division courses listed in the General Catalog. Average enrollments in our class have been strong (typically, minimum enrollment for a social science course in the College is 12, and the maximum is 40). In the last five years our 100-level courses averaged 32 students in fall and 29 in spring; 200-level courses averaged 24 students in fall and 25 students in spring; 300-level courses (including required and elective courses) averaged 18 students in fall and 18 students in spring; and 400-level courses averaged 10 students in fall and 12 in spring. The data indicates that the mix of majors and non-majors in our courses seems appropriate. We have a large number of non-majors in our lower division courses and since these courses are often recruitment paths into the major, this is an encouraging sign. Our required courses consist largely of Sociology majors as do most of our upper division electives. Some of our upper divisions electives have a large number of non-majors but these courses also count as required or elective courses for other programs. Appendix A7 presents the data on the mix of majors to non-majors in the program's courses. Many of our lower-division courses attract a healthy number of non-majors and we see these courses as providing a recruitment path into the Sociology major for students who might not otherwise have been exposed to the discipline. The required courses for the major consist for the most part of Sociology majors with the exception of Introduction to Sociology (Soc.150) that is also part of the Core Curriculum. The upper division elective courses are also in large measure composed of Sociology majors except for a few courses that are required or elective courses for other programs.

Faculty make every effort to incorporate new perspectives, ideas and knowledge into the curriculum and SOC 390 Current Issues in Sociology is often used as a Special Topics course to try new topics and ideas, many of which go on to become elective courses in the major. The faculty talk about grading standards, course content and learning outcomes across the curriculum and we review in department meetings any new courses in the curriculum. All of our students have to fulfill SOC 297 Writing in Sociology, which is a required course for the major and, in general, all of our courses require student writing. Writing requirements obviously increase as students go deeper into the major.

We provide opportunities to actively involve students in community-engaged learning through two courses and their course descriptions read as follows:

SOC 392 Community Organizing



Through a combination of community-engaged learning experiences, social action projects, readings that address activism and social change, and in-class reflection and discussion, this course brings together theory and practice to offer students an opportunity to learn how to become effective agents of change. During our seminar meetings, we will come to learn the theory and tactics of community organizing as well as organize and plan social action projects and thereby increase our capacity to “change the world from here”.

### SOC 395 Urban Fieldwork

Ethnographic field research involves participating in and observing on-going social behavior and building rapport with social actors to gain a deeper, localized understanding. Students taking this course will learn how to employ ethnographic techniques in various urban settings. They will identify and gain access to their own research site, construct a research sample, comply with human subjects requirements, and make sure their project is ethically sound. They will formulate a research topic, design and implement a methodology, draft a proposal, collect and analyze qualitative data, and write up reports. Course work encourages students to develop an ethnographic sensibility, requiring deep reflection on the methods they employ and the texts they produced, considering issues of objectivity and reflexivity, positionality and perspective, representation and the production of knowledge, and the implications of their research findings.

We are looking at this aspect of our curriculum and would welcome new perspectives on how we might further develop community-engaged learning across the curriculum. We do not currently have any formal mechanisms to encourage study abroad or study away for either students or faculty.

Overall, we feel that the curriculum strongly prepares students for graduate study in the field. They are well versed in theory and methods, particularly qualitative methods, and are exposed to most major areas within the discipline (e.g., critical studies of race and ethnicity, sexualities, criminology, political sociology, globalization, education, etc.). We have little by way of concrete data to know what percentage of our graduates go on to graduate school (and when); nor do we have data on the non-academic fields they enter into within three years of graduation. Such information would be useful as we continue to assess the overall impact of the major program on the lives of our students. We nevertheless have some impressive qualitative evidence of our students’ achievements in terms of scholarly awards, publications, graduate and professional school pursuits, and career recognition, as compiled by our Program Assistant Amy Joseph, who has selected some key examples and added them to the SOC Program Review 2018 Data folder (Section 3.) of the team drive.

### **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**

**All students in the Sociology major receive direct, one-on-one detailed advising from the department** to ensure that they are on the right path to graduation. In Fall 2018, the Department established a "Sociology Ambassadors Program" to, among other things, supplement faculty's formal advising with informal advising from upper-division peers to lower-division peers in the major.

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. Advising takes place during pre-registration periods, at the beginning of each semester and three times 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 the 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.

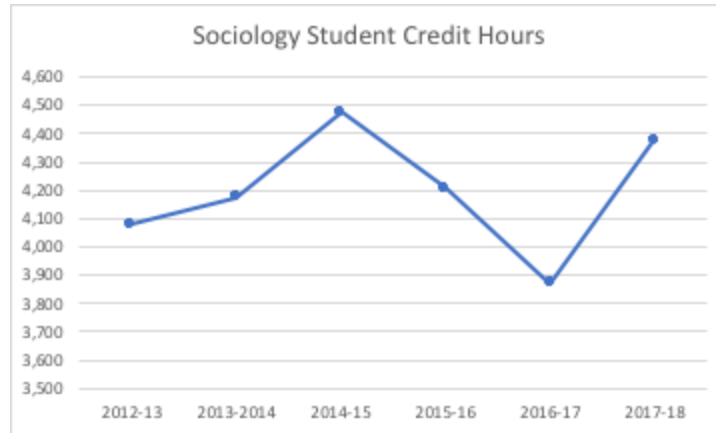
### **E. Overall Academic Quality**

The overall rigor and quality of the major's offerings is high, particularly in terms of critical thinking. Faculty report that former students have praised the critical thinking skills they honed in their sociology classes and how much those skills have contributed to the students' success in graduate programs, law school, and other careers. We are also confident that we expose students to sociological perspectives on the world and on what it means to address sociological questions with empirical evidence. We believe that we offer a very high-quality critical sociology program, with a grounding in the core of the discipline, an emphasis on social justice, and strength in qualitative methods. As a small department, we aim to provide quality educational experiences across a modest range of subfields rather than compromising quality by teaching 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 revisions to the curriculum in recent years have resulted in improvements to the academic quality of the program** (see Section III). These include changes to the Honors designation and to the Writing in Sociology requirement. 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 making it possible for our best-qualified students to pursue the Honors track in their senior year.

### **F. Credit Hour Policy Compliance**

We are in compliance with all [Credit Hour policies](#).



In terms of enrollments, as measured by Student Credit Hours (SCHs - see Appendix B), we reached a first historic high for the department in 2006 (3,933 total SCHs). Since the last self-study, we observed increases between 2012-2015; then, experienced steady decreases between 2014-16-- although our major population grew slightly (these total SCHs still outnumbered our peak in 2006). SCHs began to rise again in 2016, and appear to be approximating the new peak we reached in 2014-15, as the number of our majors grew again. This indicates that our SCHs were impacted by a large number of leaves and sabbaticals clustered together during that time, as well as by transitions in the faculty (comings/goings). Once we had a full complement of faculty back full time, and full-time faculty teaching our Intro and required courses more often, numbers rose again.

### **G. Notes on the Current State of the Sociology Curriculum**

**Strengths** -Our rigorous curriculum exemplifies the University’s Jesuit mission of academic excellence in the service of social justice, and continues to evolve in response to the field, students’ needs, outside reviewers’ feedback, and faculty’s intellectual interests and concerns. It also significantly serves a number of mission-focused, interdisciplinary programs throughout the College.

**Points for Consideration** - We especially invite feedback regarding how our Department can and should address the following curricular issues:

1. While our Sociology faculty embrace participation and leadership in the College’s interdisciplinary programs, we are also often over-extended in terms of both our curricular and service responsibilities to other programs, and the perennial worry is that our primary responsibility to Sociology can become fragmented and diluted. **We welcome creative new ideas on how we might find a balance between our**

**commitment to Sociology and our desire to support other social justice, diversity and global programs at USF.**

2. We still feel that our curriculum in basic quantitative statistical techniques can be strengthened. **We seek ways to improve our curriculum in ways that further strengthen our students' research skills, especially their quantitative literacy.**
3. As noted earlier, while we feel that emphases serve some students with a roadmap for specializing in a subfield within Sociology, we currently have only 20/169 majors in our emphases. **We would like to hear whether reviewers believe that our current emphases are of value--and, if so, how to develop them; if not, justifications for eliminating some or all of them entirely.**
4. The Sociology Department has outlined a vision that “connects 100% of our graduates to innovative and transformative post-baccalaureate career and graduate opportunities” by 2023. We would welcome the external reviewers' insights on **how to proceed with developing a 'best practices' internship course** that will advance our aim of developing more mentorship, community engagement, professional and postgraduate opportunities for our students.
5. Sociology is one of four departments in the College of Arts and Sciences that have been approached by the Dean's Office to develop and offer online 'hybrid' courses. We are also the only social science department that has been approached, according to the Dean's Office, largely because our Introduction to Sociology course is a requirement for Nursing majors. Their schedule however makes it very challenging for Nursing students to take the course during the normal academic year. We have joined with colleagues in History, Philosophy and Theology and Religious Studies in requesting more information about the University's strategy and operationalization for these so-called “Hybrid Experiences.” We are particularly concerned with issues such as the intellectual ownership of the courses, student learning, compensation and technological support. We would welcome the reviewers' insights on the efficacy and desirability of participating in such a hybrid enterprise as well as any thoughts on how to proceed with the development of such experiences.

### **III. STUDENT LEARNING ASSURANCE**

#### **A. Introduction**

We expect that every course in our department is contributing to at least one program learning outcome. To ensure this, faculty are asked to identify the Program Learning Outcomes (PLOs) that their courses contribute to and identify assessment measures of such outcomes on their syllabi. These courses are then mapped onto our Curriculum Map (see Section II). We assess

courses regularly, and our assessment evidence suggests that our students are successfully achieving our four Program Learning Outcomes (see Section I). More specifically, after developing and implementing a multi-year assessment cycle to assess all of our PLOs (from 2012-2015—see Appendix C), we found that 81% of our students attained average or above mastery of all of our PLOS.

At this point, program expectations are communicated to the students via our Major Orientation meeting and handbook, biannual advising, as well as through individual course syllabi. Students are regularly informed of their progress via direct faculty feedback on assignments and exams as well as final course grades.

### **B. Assessment Methodology and Annual Findings**

To measure success in achieving our PLOs during the past several years, instructors used direct methods such as student papers, essays, projects, and exams as well as indirect methods such as a student exit surveys (please See Appendix C1 for rubric examples).

From 2012-2015, we developed a multi-year assessment cycle which allowed us to assess all of our Program Learning Outcomes (see Appendix C2). During AY 2015-2016, the Dean's office requested that we assess "one thing in the spring." This focus on a single PLO allowed us to examine the data with more granularity. As a result, we discovered a discrepancy between the assessment of student mastery of research logic and methods in our Research Methods courses as compared to our Capstone and Honors Thesis courses. Thus, we began our deep dive into understanding student learning with regards to research logic and methods. Since Spring 2016, we have been focusing on shoring up our research methods and logic curriculum both within our Research Methods course and throughout the whole curriculum.

The following describes what we specifically measured and discovered during each assessment cycle:

#### **AY 2012-2013**

We assessed PLOs 1a, 1b, 1c, and 1d) (PLOs 2a and 2b) across both required/core and elective courses using student papers, essays, projects, as well as exams (See Appendix C3 for 2012-2013 Assessment Report). We found that across all PLOs 81% of our students were performing at average or above. Given the high level of achievement and the number of faculty on leave this year, we decided to not make any curriculum changes. We also created and disseminated a student exit survey but due to the dismal response rate, the exit survey results were not included or used here.

### **Fall 2013**

We assessed how majors formulate, conduct, and communicate independent social research (PLOs 3a, 3b, 3c, 3d, 3e) and how majors connect sociological analysis to practical social action (PLOs 4a, 4b and 4c) across both core and elective courses. We used direct assessment drawing upon student papers, essays, projects, as well as exams and a standardized rubric. We found that 81% to 96% of our students were at average or above on these measures (See Appendix C4 for Fall 2013 Assessment Report). Given that over 81% of our students were performing at average or above on our PLOs, we did not make any changes to our curriculum.

### **AY 2014-2015**

We assessed PLOs 1a, 1b, 2a, 3a, 3b, 3c, 3d, 3e, 4a, 4b and 4c across both core and elective courses. Instructors used student papers, essays, projects, as well as exams and a standardized rubric to assess the following courses: Research Methods, Capstone and Asians & Pacific Islanders in US Society. Overall over 81% of the students were achieving the learning outcome at average or above. When we looked deeper at the data, however, we noticed that while it appeared that students were doing well on PLO 3a and 3b (describing, comparing, and contrasting basic methodological approaches; and designing, implementing, and conveying data findings in writing, respectively), we noticed a disconnect. Specifically, we found that 80% of our Methods students were performing at good and very good for PLO 3a, while only 45% of our Honor Thesis students were at this level. Similarly, we found that 95% of our Methods students were performing at good and very good for PLO 3b, while only 54% of our Honors Thesis and 59% of our Capstone students were performing at this level. We planned to dig deeper into this issue during our next assessment cycle. (See Appendix C5 for 2014-2015 Assessment Report).

### **AY 2016-2017**

Based upon the information from the previous round of assessment and at the request of the Dean's Office to focus specifically on one PLO, we decided to only assess PLO 3a. For this round of assessment, we modified a methods assignment as a pretest and posttest for students in the Research Methods course. We found that overall students increased their competency of research logic from the pretest to the post-test. However, we also found that on some measures only 53% of the students were meeting or exceeding our learning outcome. As a result of these findings and growing student enrollment, we increased the number of Methods classes offered throughout the year from 2 per year to 3-4 sections per year. In addition, in March 2017, to increase faculty in the Methods teaching rotation, the department agreed to reduce the course enrollment cap from 30 to 15 students --with the understanding that enrollment could go to 20 (this readjustment was recently made by the Dean's Office in December 2018). While other departments may have higher caps, we offer a "doing" sociology course. So we feel that maintaining the cap at 20 is essential to meeting our learning outcomes; and we think 15 would

be the best practice. This is an intensive class that is foundational to the major and we've learned from our assessment that the smaller class size ensures a better prepared major. We also decided to modify the assessment rubric and only administer it as a post test. (See Appendix C6 for Spring 2016 Assessment Report).

### **AY 2017-2018**

This year we continued assessing PLO 3a. We revised our assessment instrument and administered it to one Research Methods class. We found that on 5 of 7 measures there was an increase from the previous year that ranged from 1-16%. We also found that on 2 measures student learning declined. After reviewing these results as a department, we've decided to continue to educate our students regarding methods logic across the curriculum. This includes explicitly highlighting research questions, specific methods, and other aspects of research design when planning and teaching courses. In addition, we plan to examine methodological retention in our Capstone and Thesis courses. Finally, faculty will increase our collaborative work across courses by having our Thesis and Capstone faculty speak with Theory and Methods classes. Once we have determined that we have sufficiently evaluated research logic we will move to assessing writing. (See Appendix C7 for 2017-2018 Assessment Report).

This assessment process is and has been supported by the College of Arts and Sciences' Academic Effectiveness committee and annual assessment requirements. We do note that we're wary of implementing a standardized assessment instrument across the curriculum (Sociology exit exam) as it: 1) may infringe upon individual instructors' pedagogies and 2) (re)create a "culture of assessment" among students, who've likely experienced a multitude of standardized tests during their K-12 careers.

NOTE: When requested, our department participates in the evaluation of Core courses. The last request was in 2006. We will be evaluating Core E during Fall 2018.

### **C. Assessment Reflections and Responses**

Every year, the Assessment Report is disseminated to the faculty. We spend time at our annual retreat dissecting the report and collectively planning next steps. In the past, next steps have included modifying the assessment instrument, asking every instructor to assign research articles in their classes, as well as discuss the researchers' methodologies and intentionally using methods-specific vocabulary.

Reflection around our assessment results has also identified several key factors that have facilitated our ability to meet our learning outcomes: 1) reducing course enrollment caps for Research Methods and Capstone courses; 2) having a dedicated full-time faculty member teach our major core classes each semester; 3) conducting annual assessment of our PLOs.



Likewise, we have identified that the **major impediments to meeting our learning outcomes** include: 1) faculty leave cycles, which cluster in some years, 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; and 2) the increased minimum of students required to run courses which can cause classes to be cancelled for under-enrollment.

### D. Retention/ Persistence to Graduation Reflections and Responses

To better understand student learning, Sociology has also reviewed data on retention and persistence to graduation:

This dashboard shows, for each term, the student the percentage of the original cohort that was registered as an SOC major, registered for another major, not registered, graduated with SOC degree, or graduated with another degree.



First, these data clearly show that we lose students who declare Sociology as a major in their first semester. Among Sociology cohorts entering in 2012-2017, roughly equal numbers are divided among 1) those who graduate with a Sociology degree, 2) those who graduate having changed to another major, and 3) those who fail to graduate at all. Any discussion of these data is speculative at this point, but it may well be that high school students lack any broad exposure to Sociology as a discipline, so students may declare the major without having a clear idea as to what the major involves.

Second, these data demonstrate that retention among students who switch to Sociology is very strong. They reveal that the majority of Sociology graduates did not declare the major in their first semester but in their third or fourth semester. This strongly suggests that exposure to Sociology among non-majors is essential to recruitment.

Third, students are not graduating in eight semesters because so many of them started in other programs. Whether this is a broader institutional issue, or specific to Sociology, is unclear at this time.

In response to the above patterns, we are discussing how to increase the number of our majors by aiming our recruitment efforts at students in their third and fourth semesters. And while we recognize the need to recruit sophomore-and-above students in thoughtful and intentional ways, we also know we must increase efforts to retain our first-year declared majors. Some possibilities we are considering are: opening a career seminar to first and second year students so that they can see the vocational value of a Sociology degree and/or providing a focus on practical real life applications of a Sociology degree, especially in courses like Introduction to Sociology, and fortifying the Sociology community among the students to help in our recruitment and retention efforts (to the latter's end, we have recently developed a "Sociology Ambassadors" program where students serve as spokespersons for the department at events like Dons Fest and Orientation as well as acting as potential mentors to newer majors). Finally, we would like to survey those students who do not graduate in eight semesters to determine what exactly is happening.

### **E. Notes on Student Learning Assurance**

**Strengths** - We assess courses regularly to ensure that every course in our department is contributing to at least one program learning outcome, and thus far, our assessment evidence suggests that our students are successfully achieving our program learning outcomes.

**Points for Consideration** - We especially invite feedback regarding how our Department can and should address the following Student Learning Assurance issues:

1. As noted earlier, our faculty have determined that we will move to assessing writing once we have sufficiently evaluated research logic. **We would like to hear if our external reviewers estimate that we are prepared to transition from deeply assessing Methods to a deeper assessment of Writing.**
2. Reflection around our assessment results has also identified several key factors that have facilitated our ability to meet our learning outcomes. **We would welcome external**

**reviewers' support in maintaining reduced course enrollment caps for Research Methods and Capstone courses.**

3. We have also identified major impediments to meeting our learning outcomes. **We would welcome external reviewers' support in addressing current faculty leave schedules, which cyclically reduce the Department's capacity to keep our curriculum consistent, and support for keeping classes enrolled with at least 12 students open.**

## **IV. FACULTY**

### **A. Demographics**

At the present time, the Department consists of **11 full-time faculty members** (including one term professor), **one program assistant**, and **two adjunct faculty** members who teach core courses as well as some electives. In addition, **two Anthropology faculty members who share one line** have been housed in and affiliated with the department.

**The Sociology Department sees its diversity with respect to race/ethnicity, gender, and sexual orientation as an important strength.** Indeed, as far as we know, it is and always has been one of the most diverse departments on campus. The faculty includes one Brazilian, one Japanese-born Korean, one Pakistani, one Welshman, one African American, one Latino, one Filipina American, one mixed race Asian American/Caucasian person, and three Caucasian Americans. The religious diversity of the faculty, including two self-identified Jews, one Muslim, one Buddhist, and two Catholics, is also in keeping with the religious pluralism that is an important value of USF. The Department has an uneven representation of gender, with nine female-identified and four male-identified faculty members. Additionally, there is significant diversity of nationalities, with four members born and raised outside of the United States (in Brazil, Japan, Pakistan, and Wales). Finally, two members of the Department identify as 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, Chicax 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.

**It is important to note that, in terms of staffing, several of our faculty members are not, in practice, teaching full loads within Sociology.** Professor Zavestoski has not been a member of the department since Spring 2011, due to a move to the Environmental Studies major. Professor Gamson is currently serving as the Academic Assistant Dean in the College of Arts and

Sciences. Professor Rodriguez is compensated for serving as current Chair of the Department with 5 units of course release each semester so that she teaches one course a semester while chairing; and Professor Sears has banked course releases from her time simultaneously directing the Esther Madriz Diversity Scholars program and chairing Sociology.

Also importantly, George and Sharon Gmelch, the two anthropologists housed in the Department, joined the Department in Spring 2007, after the Sociology Department agreed to a request from the Dean's Office to house them, so that George and Sharon could help build an Anthropology program and support George's brother, former USF School of Education Dean Walter Gmelch, after Walter's wife suffered an untimely death. The understanding was that George and Sharon would share a full-time position, over the next three years of their "courtesy appointment." Over a decade later, the Anthropology minor has been established, and **George and Sharon Gmelch remain the only faculty in the Department who were not hired through a search.** And while their classes can count as electives towards the major, they do not advise nor contribute to other service needs of the 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.** Every incoming Chair since 2005 has 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 with the exception of Criminology. Some faculty are encouraged to staff our core Sociology courses only to ensure we have adequate staffing for all required courses.

**All full-time faculty teach both required and elective courses.** In 2004, we adopted a rotation system, so that most faculty member teach 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

expanded the rotation system, so that every faculty member taught Research Methods. However, with the appointment of Professors Noriko Milman and John Stover (who served as an adjunct and term for the Department until 2017), the faculty decided to terminate this rotation, and these two faculty members became responsible for rotating Research Methods. Since Professor Stover's departure, however, the faculty are once again considering implementing a department-wide rotation for Research Methods. A long-term strategy to address this rotation problem remains an ongoing discussion, particularly as previous reviewers suggested that the Sociology Department hire a methodology specialist, rather than implement a rotation. Overall, however, the Department has since done a much better job of sharing responsibilities for teaching required courses. **The following table summarizes the sociology core/required courses that each faculty taught for sociology department in the past five years.**

Faculty	Intro	Writing	Globalization	Theory	Method	Capstone	Honors	Total # Required Courses Taught for Sociology Department
Gascón								0
Milman	1				1			2
Raeburn						1		1
Richman						1	1	2
Rodriguez					1	1		2
Saeed			1	1				2
Santos			1					1
Sears								0
Shin	1			1				2
Turpin	1							1
Webber				1				1

3	0	2	3	2	3	1	# of Staff
3~4	1	1~2	1	1~2	1~2	1	# of Sections offered per semester

In addition to curricular innovation, **faculty have incorporated technology into their teaching.** All faculty use Canvas, and many use PowerPoint in the classroom. At the same time, faculty try to avoid over-reliance on these techniques, which can sometimes be detrimental to interactive learning. Some faculty also organize field trips as an integral component of their courses. (For more details, see Section IX).

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 Teaching Effectiveness Surveys, also known as the Blue teaching evaluations that are administered in each class. **These consistently demonstrate that sociology faculty generally score at or above College, University and national means.** Many faculty also use their own qualitative assessment instruments in order to monitor teaching effectiveness. Another indication of our department’s commitment to pedagogical excellence is the creation of the Teaching Support Committee, which was established in Fall 2005. This committee continues to help the Chair by conducting class visitations of part-time and term faculty and providing qualitative feedback to our 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 USF College of Arts & Sciences’ annual Creative Activity and Research Day (CARD), as well as the annual meeting of the Anthropology and Sociology Undergraduate Research Conference at Santa Clara University. Over the years there has always been at least one of our faculty members who organizes a practice session for our students to help them prepare for their presentations at this conference, and at least one or more other faculty volunteers who attend with our students and who also serve as moderators of various sessions.

### **C. Research**

**Sixty percent (60%) of faculty time is expected to be devoted to teaching at the University of San Francisco.** 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 20% of time 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 D) 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:

<b>Faculty</b>	<b>Rank (by 08/2018)</b>	<b>Areas of Research</b>
Gascón	Assistant Professor	Law and society, criminology, policing, gangs, race and ethnicity, qualitative research methods
Milman	Associate Professor (Term)	Education, urban schooling, children and youth, race and ethnicity, qualitative methodology
Raeburn	Associate Professor	Social movements, gender, sexualities, organizational change
Richman	Full Professor	Law and society, criminology, family law, gender and sexuality, incarceration and reintegration
Rodriguez	Associate Professor	Race and ethnicity, gender, U.S. immigrant families, youth cultures
Santos	Full Professor	Law and globalization, human rights, women’s rights, violence, memory, and justice
Saeed	Assistant Professor	Religion and politics, nationalism and citizenship, international human rights, anti-colonial movements
Sears	Associate Professor	Gender, race and ethnicity, youth cultures, dance
Shin	Associate Professor	Nationalism, citizenship rights, human rights, race and ethnic relations, historical and comparative sociology
Turpin	Full Professor	Causes and consequences of violence, gender and warfare, the sociology of the Cold War
Webber	Full Professor	Political sociology, social movements, theory

**The quality of work produced by our faculty has earned professional recognition** in our respective areas. The chart below lists selected accomplishments since 2012:

Faculty	Research Awards, Publications, Research Positions, and/or Current Research Activities
Gascón	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>Gascón, L.D. &amp; Rousell, A. (Forthcoming, July 2019). <i>The Limits of Community Policing: Civilian Power and Police Accountability in Black and Brown Los Angeles</i>. New York University Press.</li> </ul> <p><b>Peer-Reviewed Articles (Since 2013)</b></p> <ul style="list-style-type: none"> <li>Gascón, L.D. &amp; Rousell, A. (2018). An Exercise in Failure: Punishing At-Risk Youth &amp; Families in a South Los Angeles Boot Camp Program. <i>Race &amp; Justice</i>, Vol. 8 (3): 270-297.</li> <li>Gascón, L.D. (2017). “Bad Hombres, Good People, and Being Great.” <i>Citizen Critics</i>. Retrieved Oct 5, 2018 (<a href="https://citizencritics.org/2017/04/bad-hombres-good-people-and-being-great/">https://citizencritics.org/2017/04/bad-hombres-good-people-and-being-great/</a>).</li> <li>Rousell, A., &amp; Gascón, L.D. (2014). “Defining ‘policeability’: Cooperation, control, and resistance in South Los Angeles community police meetings.” <i>Social Problems</i>, Vol. 6 (2): 237-258.</li> </ul>
Milman	<p><b>Peer-Reviewed Articles</b></p> <ul style="list-style-type: none"> <li>DuCros, F., C. Chin, J. Lee, N. Yuen, M. Deo, and N. Milman. (Forthcoming, Fall 2018). “Asian Americans and Pacific Islanders on TV.” <i>Contexts</i>.</li> </ul> <p><b>Media Reports</b></p> <ul style="list-style-type: none"> <li>Yuen, N., C. Chin, M. Deo, F. DuCros, J. Lee, and N. Milman. 2018. <i>Terrorists and Tyrants: Middle Eastern and North African (MENA) Actors in Prime Time and Streaming Television</i>. California: MENA Arts Advocacy Coalition.</li> <li>Chin, C., F. DuCros, M. Deo, J. Lee, N. Milman, and N. Yuen. 2017. <i>Tokens on the Small Screen: Asian Americans and Pacific Islanders in Prime Time and Streaming Television</i>. California: AAPIsOnTv.com</li> </ul>
Raeburn	<p><b>Book (in progress)</b></p> <ul style="list-style-type: none"> <li>Book outline in progress: tentatively titled <u>Queering the Workplace: LGBT Rights in Corporations, Universities, and the Government Sector</u> (expansion of the first article below (What is the “above” article? Include the publication here if it is since 2012.) into separate chapters on three different institutional spheres targeted by employee activists)</li> </ul> <p><b>Peer-Reviewed Articles (in progress)</b></p> <p>A</p> <ul style="list-style-type: none"> <li>Article in progress: “Shifting Terrains of Struggle: Institutional Opportunities and the Fight for LGBT-Inclusive Workplace Policies in the Corporate, Educational, and Government Sectors.” To be submitted to <u>American Journal of Sociology</u>.</li> <li>Article outline in progress: tentatively titled “‘Troubling Tales’: Counter-Hegemonic Representations of Gender and Sexual Identity in Children’s and Young Adult Literature.” To be submitted to <u>Gender &amp; Society</u> journal. (Project based on content analysis of books and of media coverage/reviews/critical responses on social media, interviews with authors, focus groups with children and youth of various ages, and follow-up focus groups with parents and teachers.)</li> </ul>



Richman	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>Richman, K. <i>License to Wed: What Legal Marriage Means to Same Sex Couples</i>. New York University Press, 2013; winner of the Edwin Sutherland Book Award from the Society for the Study of Social Problems.</li> </ul> <p><b>Grants/Awards/Fellowships</b></p> <ul style="list-style-type: none"> <li>Visiting research scholar: Williams Institute, UCLA School of Law (2013)</li> <li>Joseph D. Lohman Award for Outstanding Service to the Western Society of Criminology (2016)</li> <li>Dean’s Scholar Award for Exceptional Scholarly Contribution (USF, 2016)</li> <li>Research Grant, “Inside the Punishment Gap” University of Missouri Research Board (with Co-PI Dr. Lori Sexton, UMKC) (2017)</li> </ul>
Rodriguez	<p><b>Peer-Reviewed Articles</b></p> <ul style="list-style-type: none"> <li>“Gender.” <i>Keywords in Filipin@ American Studies</i>. Enrique Bonus and Antonio Tiongson. New York, NY: NYU Press.</li> <li>Rodriguez, Evelyn I. 2016. “<i>Quinceañera</i>.” <i>Oxford Bibliographies in Latino Studies</i>. Ilan Stavans. (<a href="http://www.oxfordbibliographies.com/obo/page/latino-studies">www.oxfordbibliographies.com/obo/page/latino-studies</a>) Oxford University Press.</li> <li>Gutierrez, Georgina, Rebecca Gonzalez, Evelyn I. Rodriguez, and Elena Flores. 2014. <i>Latinas Unidas Curriculum Guide</i>. San Francisco, CA: Instituto Familiar de la Raza.</li> <li>Rodriguez, Evelyn I. “<i>Nandiyan Lang</i>: Ethnographic Reflections on Researching American Immigrant Families.” Retrieved October 1, 2014 (<a href="http://cbrainard.blogspot.com/2014/04/guest-blogger-evelyn-ibatan-rodriguez.html">http://cbrainard.blogspot.com/2014/04/guest-blogger-evelyn-ibatan-rodriguez.html</a>).</li> <li>Rodriguez, Evelyn I. “Millennials Come of Age in Immigrant Families.” Retrieved October 1, 2014 (<a href="http://templepress.wordpress.com/2013/06/19/millennials-come-of-age-in-immigrant-families/">http://templepress.wordpress.com/2013/06/19/millennials-come-of-age-in-immigrant-families/</a>).</li> <li>Rodriguez, Evelyn I. Asian Women United. <i>Slaying the Dragon: Reloaded</i> Study Guide. Retrieved October 1, 2013 (<a href="http://www.asianwomenunited.org/wp-content/uploads/2011/03/Slaying-the-Dragon-Study-Guide.pdf">http://www.asianwomenunited.org/wp-content/uploads/2011/03/Slaying-the-Dragon-Study-Guide.pdf</a>).</li> </ul> <p><b>Awards</b></p> <ul style="list-style-type: none"> <li>Scholar-in-Residence, New York University (2017, 2016)</li> <li>Mellon Scholars Program Faculty Award, 2018</li> <li>Center for Research, Artistic, and Scholarly Excellence (CRASE) Interdisciplinary Action Group Grant, 2017</li> <li>Provost’s Faculty Service-Learning Award. 2017</li> </ul>
Santos	<p><b>Peer-Reviewed Articles</b></p> <ul style="list-style-type: none"> <li>Santos, Cecilia MacDowell (2018). “Mobilizing Women’s Human Rights: What/Whose Knowledge Counts for Transnational Legal Mobilization?” <i>Journal of Human Rights Practice</i>, 10(2): 191-211.</li> <li>Santos, Cecilia MacDowell, and Isadora Vier Machado (2018). “Punir, Restaurar ou Transformar? Por uma Justiça Emancipatória em Casos de Violência Doméstica,” <i>Revista Brasileira de Ciências Criminais</i>, 146(26): 241-271.</li> <li>Santos, Cecília MacDowell (2016). “Legal Dualism and the Bipolar State: Challenges to Indigenous Human Rights in Brazil,” <i>Latin American Perspectives</i>, 43(2): 172-189.</li> </ul>

	<ul style="list-style-type: none"> <li>Santos, Cecília MacDowell (2015). “Curto-Circuito, Falta de Linha ou Na Linha? Redes de Enfrentamento à Violência contra Mulheres em São Paulo,” <i>Revista Estudos Feministas</i>, 23(2): 577-600.</li> </ul> <p><b>Awards/Grants</b></p> <ul style="list-style-type: none"> <li>Visiting Professor, Department of Political Science, Graduate Program, University of São Paulo, March-April 2014.</li> <li>Post-Sabbatical Merit Award for Exceptional Research Productivity, College of Arts and Sciences, University of San Francisco (\$5,000), 2015.</li> <li>Portuguese Foundation for Science and Technology-FCT Grant (PTDC/CPJ-JUR/122562/2010). Coordinator, project titled “Human Trafficking for the Purpose of Labor Exploitation: Challenges to Law and Rights,” Center for Social Studies, University of Coimbra (€ 75,000), 2012-2014.</li> </ul>
Saeed	<p><b>Book</b></p> <ul style="list-style-type: none"> <li>Saeed, Sadia. 2017. <i>Politics of Desecularization: Law and the Minority Question in Pakistan</i>. New York: Cambridge University Press.</li> </ul> <p><b>Peer-Reviewed Articles (since 2015)</b></p> <ul style="list-style-type: none"> <li>Saeed, Sadia. 2016. “Imperial Ideologies, Transnational Activism: Questioning the Place of Religious Freedom from British India,” <i>Comparative Studies of South Asia, Africa and the Middle East</i> 36(2): 229-45.</li> <li>Saeed, Sadia. 2015. “Secular Power, Law and the Politics of Religious Sentiments,” <i>Critical Research on Religion</i> 3(1): 57-71.</li> </ul> <p><b>Book Chapter</b></p> <ul style="list-style-type: none"> <li>Saeed, Sadia. 2018. “Secularization of Politics: Muslim Nationalism and Sectarian Conflict in South Asia,” in <i>Secularisation and Tolerance in South Asia</i>, edited by Humeira Iqtdar and Tanika Sarkar. New York: Cambridge University Press, pp. 50-74.</li> </ul> <p><b>Awards</b></p> <ul style="list-style-type: none"> <li>Keynote Address based on <i>Politics of Desecularization: Law and the Minority Question in Pakistan</i>. Tenth Annual Global South Asia Conference, New York University. February 2018.</li> <li>Winner, 2016–17 AIPS Book Prize, American Institute of Pakistan Studies for <i>Politics of Desecularization: Law and the Minority Question in Pakistan</i>.</li> </ul>
Sears	<p><b>Peer Reviewed Article</b></p> <ul style="list-style-type: none"> <li>Sears, Stephanie D. and Dawn Lee Tu. 2017. “The Esther Madriz Diversity Scholars: A Case Study of Critical Consciousness Development within a Living-Learning Community”. <i>The Journal of College and University Student Housing</i>. v43 n3 p54-67.</li> </ul> <p><b>Book Chapter</b></p> <ul style="list-style-type: none"> <li>Sears, Stephanie D. and Maxine Leeds Craig (in press) “Yelling and Pushing on the Bus: The Complexity of Black Girls’ Resistance.” In <i>Body Battlegrounds: Transgressions, Tensions, and Transformations</i> edited by Chris Bobel and Samantha Kwan. Nashville, TN: Vanderbilt University Press.</li> </ul> <p><b>Awards/Grants</b></p> <ul style="list-style-type: none"> <li>Provost’s Faculty Service-Learning Award. 2013</li> </ul>

	<ul style="list-style-type: none"> <li>• UC Center for New Racial Studies, for “Race-Making and Race Consciousness in Motion: Race, Gender, Class and the Journey to School.” Co-wrote grant with research collaborator Dr. Maxine Craig. 2012.</li> </ul>
Shin	<p><b>Book Chapter</b></p> <ul style="list-style-type: none"> <li>• Shin, Hwaji. 2017. “Trust Networks and Durable Inequality among Korean Immigrants in Japan” in <i>Immigration and Categorical Inequality: Migration to the City and the Birth of Race and Ethnicity</i>, edited by Ernesto Castaneda, Routledge Press.</li> </ul>
Turpin	<p>(Returned from administrative duties as of 2016)</p> <p><b>Awards</b></p> <ul style="list-style-type: none"> <li>• Visiting Professor of Sociology at McGill University (research only), Fall semester 2018.</li> <li>• Honorary Doctorate from the University of San Francisco, 2015.</li> <li>• Honorary Citation from the Associated Students of USF (ASUSF), 2015.</li> <li>• Named as one of the top 100 influential women in San Francisco in 2011, 2012, 2013, 2014 and 2015. In 2015, designated as “Forever Influential” by the San Francisco Business Times.</li> <li>• Named by the Northern California Girl Scouts as one of the “Top 100 Women Greening the Future” in 2012.</li> </ul>
Webber	<p>(Returned from administrative duties as of 2017-2018)</p>

In spite of our faculty’s research productivity (in addition to their 60% commitment to teaching during the semester), **impediments to increased faculty research productivity include:**

**Persisting structural impediments**

- Course scheduling, which makes finding blocks of time for research and writing difficult
- “Three-course semester,” which creates conditions in which it is virtually impossible to do any research and writing whatsoever
- Absence of teaching credit or compensation for additional teaching duties such as supervising directed studies and advising senior theses. During the academic year, these activities are treated as “service” for full-time faculty. They are, however, compensated for directed studies during the summer.
- Although the CBA notes that 20% of faculty-time should be dedicated to service, in practice, service expectations are not always clear, leading some faculty members to agree to extensive service that leaves little time and energy for research activities.
- It is difficult to sustain a lively research culture both within the Department and the University because of faculty’s teaching and service obligations,

**Newly-identified impediments**

- Increased practical challenges imposed on faculty by changes in the local housing market and transportation to and from campus (e.g., long commutes from less expensive cities negatively affecting research time)
- Changes and complications in each faculty member’s personal life, related to childcare, health issues, and becoming part of the “sandwich generation” where adults serve as caregivers to both their children and parents, etc.
- Limited capacity of research assistants due to high turnover and undergraduate status

**D. Service**

As mentioned throughout this study, **the Sociology Department contributes to college, University, professional, and community service in myriad and substantial ways.** Over the last five 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.

Faculty	Departmental Service	University Service	Professional & Community Service
Gascón	<ul style="list-style-type: none"> <li>● Chair, Colloquium Committee</li> <li>● Organized three panels and a film screening as part of the Sociology colloquium series</li> <li>● STEP Co-Advisor</li> <li>● Member of the Student Paper Prize committee</li> </ul>	<ul style="list-style-type: none"> <li>● Coordinator of the Chicax/Latinx Studies Program (beginning Spring 2019)</li> <li>● Faculty Advisor of one master’s thesis and six undergraduate honor’s theses</li> <li>● Board member of three program boards within in the College of Arts &amp; Sciences</li> <li>● Nine-time panelist/discussant at student- and faculty-led events on campus</li> </ul>	<ul style="list-style-type: none"> <li>● Service-learning liaison with various community and government organizations, including the Center for Juvenile and Criminal Justice, the San Francisco Public Defender’s Office and more.</li> <li>● Leader of the Left-Wing Football Club (LWFC), which combines activism, community-building, and political education in Oakland</li> </ul>
Milman	<ul style="list-style-type: none"> <li>● Assessment Committee, 2015-present</li> <li>● Honors Committee (to restructure thesis course), 2015</li> </ul>	<ul style="list-style-type: none"> <li>● Critical Diversity Studies: Co-chair CDS Forum, 2017 &amp; 2018; Organizing Committee CDS Forum, 2013-2016</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Mentor, Preparing Future Professors program, Stanford University, 2018-2019</li> </ul>

	<ul style="list-style-type: none"> <li>Professional Development Committee, 2014-present</li> <li>Paper Prize Committee, 2014 &amp; 2015</li> <li>Teaching Committee, 2013-present</li> <li>Webtrack Advising, 2013-2017</li> </ul>	<ul style="list-style-type: none"> <li>Asian Pacific American Studies: Co-chair APAS Day of Remembrance, 2015-2018; Paper Prize Committee, 2017 &amp; 2018; Advisory Board, 2013-present</li> <li>Child &amp; Youth Studies: Program Director, Fall 2017; Advisory Board, 2016-present</li> <li>Urban Studies: Advisory Board, 2014-2018</li> <li>The Tracy Seeley Center for Teaching Excellence: CTE Steering Committee, 2018-present; Faculty Learning Community, 2013-2014</li> <li>Office of Diversity Engagement and Community Outreach: Working Group on Universal Access, 2018-present; UndocuAlly Workshop trainee, 2016</li> <li>Muscat Scholars Program: Faculty Bootcamp Panelist, 2015 &amp; 2017; Instructor, 2015</li> <li>USF Pan Asian American Student Alliance: Faculty Advisor, 2016-2018</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Representative and Panelist, Northern California Forum for Diversity in Graduate Education, 2015-present</li> <li>Trainee &amp; Volunteer, Practicing Solidarity During Immigration Raids in SF: Rapid Response Network, Ignatian Spiritual Life Center and Pangea Legal Services, 2017</li> <li>Faculty Host, Breakthrough San Francisco Career Day, 2015 &amp; 2017</li> <li>Community Learning Partner (paired with students enrolled in Urban Education): Breakthrough San Francisco, First Graduate, Mission Graduates, and Reading Partners (2013-present)</li> </ul>
Raeburn	<ul style="list-style-type: none"> <li>Sociology Core Task Force, Fall 2018 to present</li> <li>Webtrack Summer Advising, 2018</li> <li>Curriculum Committee, Fall 2017 (also chaired); also Fall 2011-Spring 2012</li> <li>Tips for Turnitin compiled for colleagues (on the anti-plagiarism software tool that we all agreed to require our students to use), Fall 2016</li> </ul>	<ul style="list-style-type: none"> <li>Advisory Board Member, Gender &amp; Sexualities Studies Minor, Spring 2018 through present</li> <li>Advisory Board Member, Intercultural Center, Fall 2011 through present</li> <li>Co-organizer (with Prof. Josh Gamson) of campus-wide presentation: "Post-Occupied: Lessons about Social Movements and Media" by Prof. Todd Gitlin, Spring 2013</li> <li>Speaker at Queer Alliance-sponsored events, on social constructionist versus essentialist</li> </ul>	<ul style="list-style-type: none"> <li>Invited to join the Board of Beyond 12, a technology-driven service organization that helps low-income, underrepresented students to persist and succeed in college, Fall 2018</li> <li>Invited Speaker, Gay/Straight Alliance, Lick-Wilmerding High School, on my research on LGBT workplace rights, Fall 2016 to present</li> <li>Caring Committee, Lick-Wilmerding High</li> </ul>

	<ul style="list-style-type: none"> <li>● Faculty Mentor for John Stover, Fall 2015-Spring 2016</li> <li>● William Edwards Sociology Paper Prize Selection Committee, Spring 2015 and various years thereafter</li> <li>● Emphases in Sociology Committee, Fall 2011 to present</li> <li>● Teaching Support Committee, Fall 2011 to present; and Fall 2005 through Spring 2006</li> <li>● Sociology Paper Prize Selection Committee, Fall 2005 and various years thereafter</li> </ul>	<p>perspectives on sexuality (Fall 2012 &amp; Fall 2013)</p> <ul style="list-style-type: none"> <li>● Ongoing faculty participant in Shadow Visits Program for prospective students who have sat in on nearly all of the classes I teach over the past several years</li> <li>● Master's Thesis Advisor, Spring 2012-Fall 2012. Lauren Riggs, M.A. Candidate, Master of Arts in International Studies (MAIS), USF. "The Rise in 'Ethnic' Plastic Surgery: Globalization, Racism and Intergenerational Influence within Constructed Standards of Westernized Beauty"</li> <li>● Co-Founder and Selection Committee, Esther Madriz Prize for Social Justice, Spring 2002 through present. (Annual prize 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 Prof. Madriz, Associate Professor of Sociology.)</li> </ul>	<p>School, Fall 2016 to present</p> <ul style="list-style-type: none"> <li>● Community Learning Partner, pairing service-learning students enrolled in Sociology Capstone Seminar with Generation Citizen middle- and high-school "action civics" classes, serving as Democracy Coaches to help them collectively decide, plan, and implement a social justice project in their own communities, Spring 2016 to present</li> <li>● Advisory Board, National Equal Justice Association (NEJA), 2002 through present. (Organization that works with and assists various local communities in the fight for social justice, particularly the rights of poor and low-income people. Also conducts educational outreach to raise public awareness of class and racial inequalities.)</li> <li>● Board of Trustees' Diversity Committee, Live Oak School, 2007 through 2016 (independent school in San Francisco)</li> <li>● Parent Volunteer, Admissions Open Houses and Teacher Support in Classrooms, Live Oak School, 2007 through 2016</li> </ul>
Richman	<ul style="list-style-type: none"> <li>● Chair, Colloquium Committee;</li> <li>● Chair Tenure Track Search Committee;</li> <li>● Honors Coordinator;</li> <li>● Faculty Mentor</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Advisor, USF Alliance for CHANGE;</li> <li>● Pre Law Advisory Committee</li> <li>● Legal Studies Advisor;</li> <li>● Campus Emergency Management and</li> </ul>	<ul style="list-style-type: none"> <li>● Founder and President of nonprofit Alliance for CHANGE, working with incarcerated and formerly incarcerated men and women;</li> <li>● Weekly volunteer at GEO Reentry teaching</li> </ul>

		<p>Response expert on Gun Violence;</p> <ul style="list-style-type: none"> <li>• University Media contact for shootings and threats of gun violence</li> <li>• Member, Arts Peer Review Committee and University-wide Peer Review Committee</li> </ul>	<p>technology skills to parolees;</p> <ul style="list-style-type: none"> <li>• Community Advisory Board of GEO Reentry and San Francisco Adult Parole and Probation;</li> <li>• Secretary of Board of Directors of nonprofit Joan’s House (shelter for Trans folks exiting prison);</li> <li>• President of Western Society of Criminology</li> <li>• Reviewer for Oxford Press, New York University Press, <i>Law and Social Inquiry</i>, <i>Law &amp; Society Review</i>, and <i>Criminology</i>, <i>Criminal Justice</i>, <i>Law and Society</i></li> </ul>
Rodriguez	<ul style="list-style-type: none"> <li>• Chair, 2018-present</li> <li>• Faculty Co-Advisor, Sociology University Scholars. 2013-present.</li> <li>• Faculty Co-Advisor, Sociologists Together Empowering Students (STEP). 2010-2018.</li> <li>• Faculty Advisor, Alpha Kappa Delta (International Honor Society of Sociology). University of San Francisco Chapter. 2013-present.</li> <li>• Faculty Mentor to L. Katherine Thompson, 2013-14.</li> <li>• Member, Sociology Adjunct Teaching Committee. 2008-2017.</li> <li>• Organizer, Annual Sociology Career Panel. 2008-2017.</li> <li>• Member, Sociology Colloquium Committee. 2008-2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Critical Diversity Studies (2013-14, 2015-18)</li> <li>• Coordinator, Asian Pacific American Studies Program. 2017-18, 2012-2015.</li> <li>• Member, College Council. 2014-present.</li> <li>• Member, Arts Council, 2014-present.</li> <li>• Member, Mission Council, 2018-present.</li> <li>• Member, University Council on Community Engagement, 2014-present.</li> <li>• Campus Climate Survey Working Group Member, 2016-2018.</li> <li>• Member, College of Arts and Sciences First-Year Seminar Committee. 2009-present.</li> <li>• Board Member, MA in Migration Studies. 2015-present.</li> <li>• Chair, College of Arts and Sciences Peer-Review Committee. 2012-13. (Member, College of Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Association of Asian American Studies, 2014 Conference Programming Co-Chair. 2012-2014.</li> <li>• Community Learning Partner (paired with students enrolled in Sociology Capstone): Breakthrough San Francisco, Generation Citizen, Latino Outdoors, Mission Graduates, and Ronald McDonald House (2013-present)</li> <li>• President, Asian Women United of California, 2009-present.</li> <li>• Member, St. Agnes San Francisco Sanctuary Parish “Huddle for Justice,” 2017-present.</li> </ul>

		<p>and Sciences Peer-Review Committee. 2011-2013.)</p> <ul style="list-style-type: none"> <li>• Co-Chair Critical Diversity Studies Forum (2010-13)</li> </ul>	
Santos	<ul style="list-style-type: none"> <li>• Chair, Global Inequalities Search Committee, 2015</li> <li>• Chair, Globalization Committee, 2017-present</li> <li>• Mentor of Assistant Professor Sadia Saeed, since 2016</li> <li>• Mentor of Term Professor Sarah Anne Minkin, 2015-2016</li> <li>• Curriculum Committee, 2014-2016</li> <li>• Sociology Colloquium Committee, Spring 2017; 2014-2016</li> <li>• Assessment Committee, 2011-2013</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Latin American Studies program, 2015-2017, and Advisory Board, since 2001</li> <li>• Co-Coordinator, Global Women's Rights Forum, 2018-2019, 2010-2013; Co-founder and committee member, since 2002</li> <li>• Search Committee, International Studies, 2018</li> <li>• Advisory Board, International Studies, 2015-2017</li> <li>• Supervisor of Visiting Scholar Isadora Machado, CELASA-Center for Latin@ Studies in the Americas, 2017-2018</li> <li>• Advisor, Viva Brasil student club, 2011-2015</li> </ul>	<ul style="list-style-type: none"> <li>• Co-founder and member, Collective of Brazilian Immigrant Women-Colibris, since 2011</li> </ul>
Saeed	<ul style="list-style-type: none"> <li>• Member, Colloquium Committee</li> <li>• Member, Globalization/Internationalization Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator, Peace and Justice Studies Minor (Fall 2018-present)</li> <li>• CAS Syllabus Guidelines Faculty Working Group Member (Spring 2017)</li> <li>• Faculty Advisory Board, Department of International Studies</li> <li>• Faculty Advisory Board, Asian Studies Program</li> <li>• Faculty Advisory Board, Middle East Studies Program</li> <li>• Book Review Editor, Peace Review (July 2018-present)</li> <li>• Co-organizer, Conference A Time to Break Silence: Resisting Islamophobia in the Trump Era (Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Expert Witness for a habeas corpus case for Guantanamo Bay detainee</li> </ul>
Sears	<ul style="list-style-type: none"> <li>• Department Chair 2015-2018</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Esther Madriz Diversity Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Mentor, Preparing Future Professors program,</li> </ul>



	<ul style="list-style-type: none"> <li>● Assessment Committee 2011-present</li> <li>● Curriculum Committee, 2014-present.</li> <li>● Teaching Committee</li> </ul>	<p>Living-Learning Community</p> <ul style="list-style-type: none"> <li>● Chair Arts Council</li> <li>● Co-Chair, College Council</li> <li>● Coordinator and committee member, African American Studies Program, 2005- present.</li> <li>● Advisory Committee, Critical Diversity Studies. 2012-present.</li> <li>● Engage SF, 2012-present</li> <li>● Search Committee, VP of Strategic Enrollment Management, 2016</li> <li>● Co-Lead, African American Scholars Project. 2014-present.</li> <li>● Co-Coordinator, Arts &amp; Sciences &amp; Faculty of Color Writing Retreats, 2012-present.</li> </ul>	<p>Stanford University, 2017-2018</p> <ul style="list-style-type: none"> <li>● Board of Trustees, The Bay School of San Francisco 2016-present</li> <li>● Volunteer, A Better Chance 2012-present</li> <li>● Volunteer, Breakthrough San Francisco, 2012-present</li> </ul>
Shin	<ul style="list-style-type: none"> <li>● Scheduling Committee (2016 - 2018)</li> <li>● Sociology Department Curriculum Committee (2010-2013, 2017 - Present)</li> <li>● Globalization Committee (2010-2013, 2017 - Present)</li> <li>● Sociology Department Search Committee for Junior Faculty Position (2015)</li> <li>● Sociology Department Learning Assurance/Assessment Committee (2011 -2013)</li> <li>● Faculty Advisor for Sociology Club (2010 - 2015)</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Development Fund Committee (2010-2018; Chair appointed since Spring 2018)</li> <li>● Peer Review Committee for Tenure and Promotion (2017-Present)</li> <li>● Asian Studies Faculty Advisory Committee (2007-Present)</li> <li>● Center for Asia-Pacific Studies Faculty Advisory Board (2010-Present)</li> <li>● Davies Forum Selection Committee (2014-Present)</li> <li>● Organizer, the Center for the Pacific Rim's 70<sup>th</sup> Commemoration Event, 2015 Fall.</li> <li>● Faculty Advisor, the Center for the Pacific Rim's Faculty Advisory Committee, 2012-Present</li> <li>● Committee member, Ricci Institute Academic Director Search Committee at the University of San</li> </ul>	<ul style="list-style-type: none"> <li>● Expert Live TV Interview with BBC World. "Japanese Reaction to a Biracial and dual citizen tennis player, Osaka Naomi." September, 2018</li> <li>● Expert Interview with a screen writer for TV adaptation of Min-Jin Lee's award winning &amp; best-selling novel, "Pachinko." August, 2018</li> <li>● Interview and Media appearance for the short documentary film on the issue of early childcare needs among mothers in California. Film Director, Sofia Melo. August, 2018.</li> <li>● Expert Interview. Associated Press. Racial Tension in Japan. November, 2017.</li> <li>● Expert Interview. PBS. Finding Your Roots with Henry Louis Gates Jr. Aired on October, 2017</li> </ul>

		<p>Francisco, Fall 2013 to Spring 2014.</p> <ul style="list-style-type: none"> <li>• Organizer, “Intersectionality of Race, Gender, and Class in North East Asia”, at the University of San Francisco, April, 2013.</li> <li>• USFFA FDF Task Force (2018-Present)</li> </ul>	<ul style="list-style-type: none"> <li>• Interview for the Videography on Child Care Challenge in California by Sofia Melo and Margaret Bridge at UC Berkeley.</li> </ul>
Turpin	<ul style="list-style-type: none"> <li>• (2012-2015 served as Provost and Vice President for Academic Affairs)</li> <li>• Member, Sociology Department Teaching Committee, 2016-present</li> <li>• Member, Sociology Department Professional Development Committee, 2016-present</li> </ul>	<ul style="list-style-type: none"> <li>• (2012-2015 served as Provost and Vice President for Academic Affairs)</li> <li>• Advisory Committee, Legal Studies Program</li> <li>• Pre-professional law school advising</li> <li>• Advisory Committee, Peace and Justice Studies Program</li> <li>• Panelist on mentorship, USF President’s Advisory Committee on the Status of Women, 2013</li> </ul>	<ul style="list-style-type: none"> <li>• (2012-2015 served as Provost and Vice President for Academic Affairs,)</li> <li>• Member of Board of Trustees, Seattle University, 2013-2017</li> <li>• Member of AJCU Chief Academic Officers’ Executive Committee, 2012-2015</li> <li>• Academic Committee, JCHEM (Jesuit Commons: Higher Education at the Margins), 2012-2015</li> <li>• PhD Committee Member, University of Otago, 2017</li> <li>• Manuscript Reviewer, NYU Press, 2017</li> <li>• Mentor, San Francisco Business Times mentoring for women, 2014</li> <li>• Board Member, European Centre on Critical Thinking, 2014-present</li> <li>• Panelist for Ranstad’s “Women Powering Business” symposium, 2013</li> <li>• Education Advisor, Gabriel’s Foundation, 2012-present</li> <li>• Volunteer, Everytown for Gun Safety, 2017-present</li> </ul>

Webber	<ul style="list-style-type: none"> <li>● Globalization Committee, 2017-present</li> <li>● Program Review Task Force, 2018</li> </ul>	<ul style="list-style-type: none"> <li>● Policy Board, USF Faculty Association</li> <li>● Arts Council</li> <li>● College Council</li> <li>● Vice-Chair, Grievance Ctte., USF Faculty Assoc.</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteer, Labor Center for Immigrant Justice (San Francisco Labor Council), 2017-present.</li> <li>● Member, Audit and Risk Assessment Ctte., UWC Atlantic College (U.K.)</li> </ul>
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### **E. Relationship with Other Departments and Programs**

As already noted, sociology faculty members teach courses that serve numerous interdisciplinary programs and majors at USF (refer to Section I for more details). **In addition to teaching and advising, our contributions to the University and College’s interdisciplinary programs include organizing programs and events as well as serving as advisory board members, committee members, directors/ coordinators, 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 Student Housing and Residential Education, the Intercultural and Gender and Sexuality Centers, the McCarthy Center 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.

### **F. Recruitment and Development**

**Faculty recruitment has been stable and consistent since 2012**, as we hired two new full-time tenure-track hires in the areas of Criminology and Globalization. At the same time, it has not kept pace with developments in the field, and ongoing increases in the number of majors. This is particularly the case since the effective losses of Professors Gamson and Zavestoski. We are now stabilized at eleven full-time faculty members, including one renewable-term appointment. One faculty member, William Edwards, retired in 2013. That year the University authorized a search for a faculty member, which resulted in the hire of Professor Daniel Gascón. Professor Gascón’s successful appointment fulfilled our departmental goal of satisfying our need for more criminology and urban studies courses, as well as research in these areas.

Upon the departure of Professor Anne Bartlett in 2013, the University authorized us to recruit to fill her vacancy. The department decided to pursue a junior sociologist (Assistant Professor search) in the field of global inequalities with a regional focus in South Asia, Middle East, and

Africa. We successfully completed our recruitment effort with the hire of Professor Sadia Saeed in 2016.

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 recruiting new faculty members in the areas of health, migration, and science/technology studies.

The Department fosters the professional development of the faculty in a number of ways. **The Chair schedules junior faculty to teach in areas that will 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 take 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.

### **G. Notes on Sociology Faculty**

**Strengths** - We are a diverse, collegial faculty, composed of outstanding teachers, accomplished and engaged researchers, and exceptional University citizens, who support and lead numerous programs in the College, community, and discipline.

**Points for Consideration** - We invite consideration of the following ideas we have discussed regarding how our Department address Faculty issues and concerns:

1. Due to how exceptional our faculty are as interdisciplinary scholars and teachers and University leaders, several of our faculty members are not teaching full loads, effectively leaving gaps in our curriculum (e.g., because Professor Gamson is not teaching in the department, there is a need for someone to teach Popular Culture; and because Professor Rodriguez can only offer one course a semester while serving as Chair (until Spring

2021), and Professor Sears will only be offering one course a semester until Spring 2019, we do not have full-time faculty offering vital “Critical Diversity and Social Justice” courses, and our Methods and Capstone rotations might be affected. **If we cannot obtain full-time faculty to help address faculty shortages, we would like the Dean’s Office to clarify that they will provide resources that will enable us to hire part-time faculty to do so.**

2. The two anthropologists housed in the Department contribute neither teaching nor service to Sociology, remain the only faculty in the Department who were not hired through a search, and have required disproportionate support from our Program Assistant. **We would like to support the request in International Studies’ 2016 Academic Program Review to “bring the Cultural Anthropology minor under the IS umbrella.”** International Studies explains, and Sociology agrees, “Anthropology is one of the disciplines represented in the interdisciplinary International Studies department, and three of the five full-time anthropology faculty on campus are housed in International Studies, so to some extent this makes sense.”
3. One of Sociology’s 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. We believe **USF could strengthen the development of interdisciplinary research and connections by adequately staffing the new interdisciplinary programs/majors being developed.**
4. In spite of our faculty’s accomplished research records, there are persistent and newly-identified impediments to ongoing research productivity. **Sociology would like to advance the following strategies for coping with these impediments to faculty research (and, subsequently, promotion),** especially to facilitate promotion of Associate colleagues to Full Professorship:
  - a. Create more of a research culture and stimulate future collaborations within the department by creating a sustainable, adequately-funded model for regular in-house research colloquia
  - b. Establish an institutionally-supported Sociology writing/brainstorm group, similar to the format of the yearly Department faculty retreat
  - c. Enable faculty who design and supervise Directed Studies (including those for Honors Thesis students) to earn and bank course-teaching credit (especially in light of the fact that new Directed Study guidelines require faculty to develop and submit full syllabi for each unique Directed Study)
  - d. Identify and implement internal strategies with which to support associate professors who will soon apply for full
  - e. Better training for teaching and research assistants
  - f. Offer students research opportunities over the summer, and/or offer internship courses over the summer

## **V. DEPARTMENTAL GOVERNANCE**

**The unanimous adoption of our Departmental Bylaws (see Appendix E), and their unanimous re-adoption in September 2018, speak 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. Other USF departments, including Communication Studies and International Studies, have since used our bylaws as a guide to develop their own.

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.

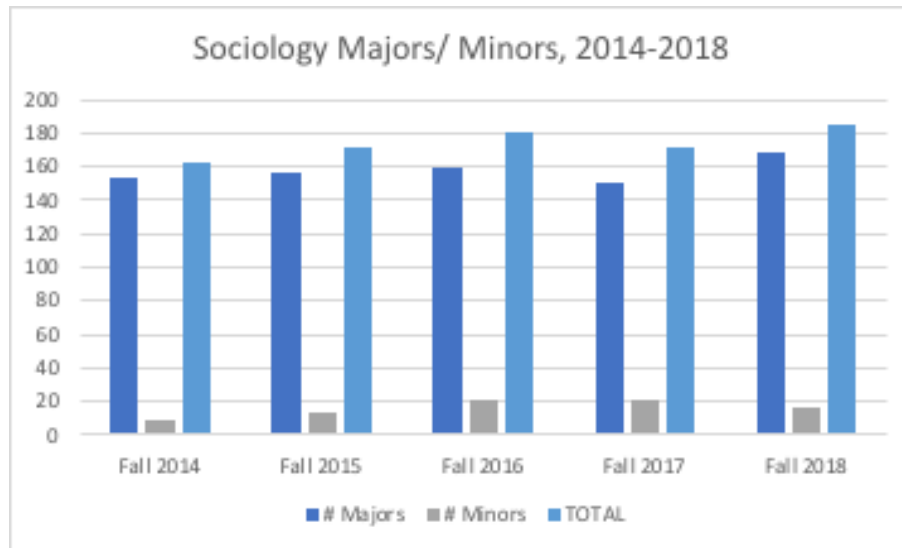
**The chair term is three years and rotates among department members based on how long they have been in the department.** Although the chair sometimes invites members to do particular tasks and is responsible for keeping an eye on the equitable distribution of labor, almost all work within the department 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. Introduction

Currently, the Sociology Department has 169 registered majors and 16 minors.



Looking at enrollment trends over the past five years, **the size of the major has been inching upward**, ranging between 150 and 170. According to University Census data, in 2014 there were 153 majors and 9 minors; in 2015, that grew to 157 majors and 14 minors; and since then, we have increased to 170 majors with nearly 20 minors, and aim to reach even more robust numbers in the near future.

Our program attracts students who are curious about how institutions contribute to—and therefore can help to address—multiple inequalities and social problems; so, our students seek and find rewarding work beyond the university in a variety of fields and organizations. Our students include Valedictorians, Valedictorian and Dean’s Medal finalists, as well as College and University Award winners. Our alumni have secured fulfilling post-undergraduate positions at non-profits, educational institutions, in the criminal justice and legal fields, and with other organizations where they are able to use the knowledge, skills, and abilities that they have developed as Sociology students to advance social justice. They have also earned Fulbright awards, been admitted to some of the top graduate schools, law schools, and professional schools across the country. Some have even gone on to pursue their Ph.D. in sociology and have become professors themselves, inspiring students in other parts of the world.

### B. Recruitment

Five years ago, the American Sociological Association reported that “recruiting and retaining students is a challenge for many sociology departments,” especially “given the current economic climate and the growth of vocationally oriented majors” ([ASA Research Department on the Profession and the Discipline 2013](#)). While the Sociology Department is intimately familiar with this challenge, the alignment of our University and Department’s Mission, as well as the quality and creativity of our faculty, have enabled us to maintain and grow one of the healthiest-enrolled undergraduate programs on campus. **We are currently the 8th largest major (out of 35 major programs) in the College of Arts and Sciences, and the 6th largest social science major** (after Psychology, Communication Studies, International Studies, Politics, and Media Studies). **Still, we would like to grow our major, and reach at least 200 majors, within the next five years.**

In the same 2013 ASA report, Sociology students disclosed that the number one reason they declared a Sociology major was because of “their interest in sociological concepts,” and that many students became “hooked” on the discipline “after enjoying their first sociology course.” It also advanced **several strategies for bringing students to Sociology** and keeping them in the discipline:

1. Emphasize how concepts can help students to understand the changing social world and their own experiences within it and how conceptual understanding can help to bring about social change.
2. Highlight the ways in which the conceptual and methodological skills that sociology students learn can be used effectively on résumés, in job interviews, and in the job market (Spalter-Roth and Van Vooren 2009).
3. Communicate to all stakeholders that sociology majors report being satisfied with their experiences. Such data can be useful for recruiting new majors to programs.

The Sociology Department has embraced these strategies but has also added a few of its own:

4. We emphasize our departmental mission at all University admissions and recruitment events, which is very attractive to students who were drawn to the University of San Francisco because of the institution’s mission to “educate... leaders who will fashion a more humane and just world.”
5. We initiated and maintain the practice of scheduling only full-time faculty to teach our gateway Introduction to Sociology course that has been one of the most effective methods of recruiting students to our program.
6. We have designed and offered various First-Year Seminars, aimed at students who have not yet declared their majors; with their small class size and intensive student-faculty engagement, First-Year Seminars bring new students into the major.



7. We continue to explicitly address how sociology can prepare students for careers. For example, we continue to organize an annual Career Panel with diverse professionals who majored in Sociology as part of the Spring Colloquium series; we emphasize how research skills learned, applied, and mastered in Research Methods, Capstone, and the Senior Thesis Seminar can be useful on the job market; and we promote and partner with accelerated USF undergraduate-to-graduate programs such as the [Dual Degree in Teacher Program](#) (DDTP) and the [3+3 Law Program](#). Finally, in Spring 2016, Evelyn Rodriguez submitted a 2-unit special topic seminar she had been developing with former Career Services Center Director James Catigaay, “[SOC 393: Career Exploration and Planning for Social Science Majors](#),” now a regular course offering. Since then, she, Daniel Gascón, and Noriko Milman have offered the course to assist students with translating their undergraduate experiences into effective career searches.
8. We began working with the University’s Web Strategy and Development team to better [highlight successful alumni on the Department’s website](#), especially to show interested students and current majors and minors that, “The sociology degree is useful for a variety of fields and many of our alumni go on to focus on criminology, education, globalization, and critical diversity, aiming to understand the impact of social structures while envisioning alternative futures at both the local and global level.”
9. We launched a Sociology Ambassadors program in Summer 2018, in part, to formally involve experienced and successful upper-division Sociology majors in recruiting new students through formal and informal events with interested majors and minors.
10. Using our Retention/Graduation Data, we have begun to imagine more strategic ways to recruit and help students persist in Sociology--particularly to attract more students during their sophomore year as well as maintain more first-year Sociology students.

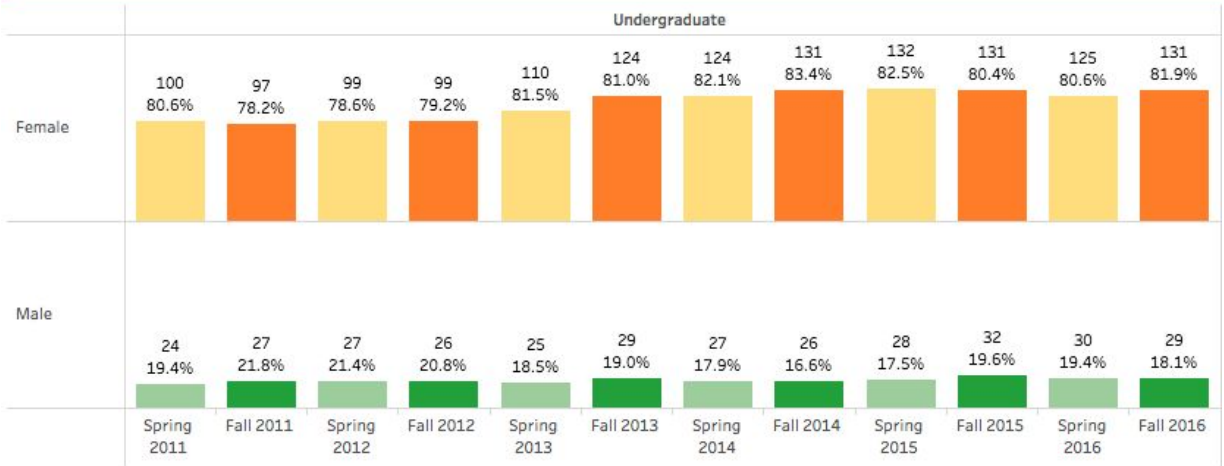
### **C. Demographics**

The Sociology Department attracts a diverse body of undergraduate students in terms of their socio-economic background, nationalities, ethnic and racial identities, gender identities, sexual orientations, political inclination, religious identification (or lack thereof), age, and so on.

**Reflecting a larger nationwide and, to an even greater extent, University-wide pattern, our student population is disproportionately female.** Since our last self-study, our major population has skewed even more female, hovering around 80%. As of Fall 2016, our major was reported as being composed of 81.9% female and 18.1% male. This is less balanced than the University’s reported female-to-male ratio for the Fall 2017 incoming class (64.4:35.6). We have asked the University to collect and provide data on trans, non-binary, and gender-creative students, but we have not yet received confirmation that they collect these data.

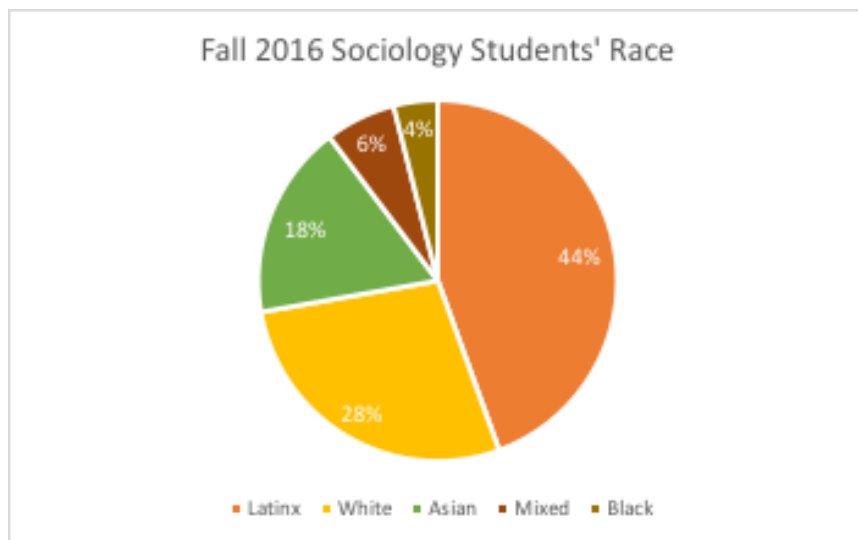
## SOC-Sociology (Census)

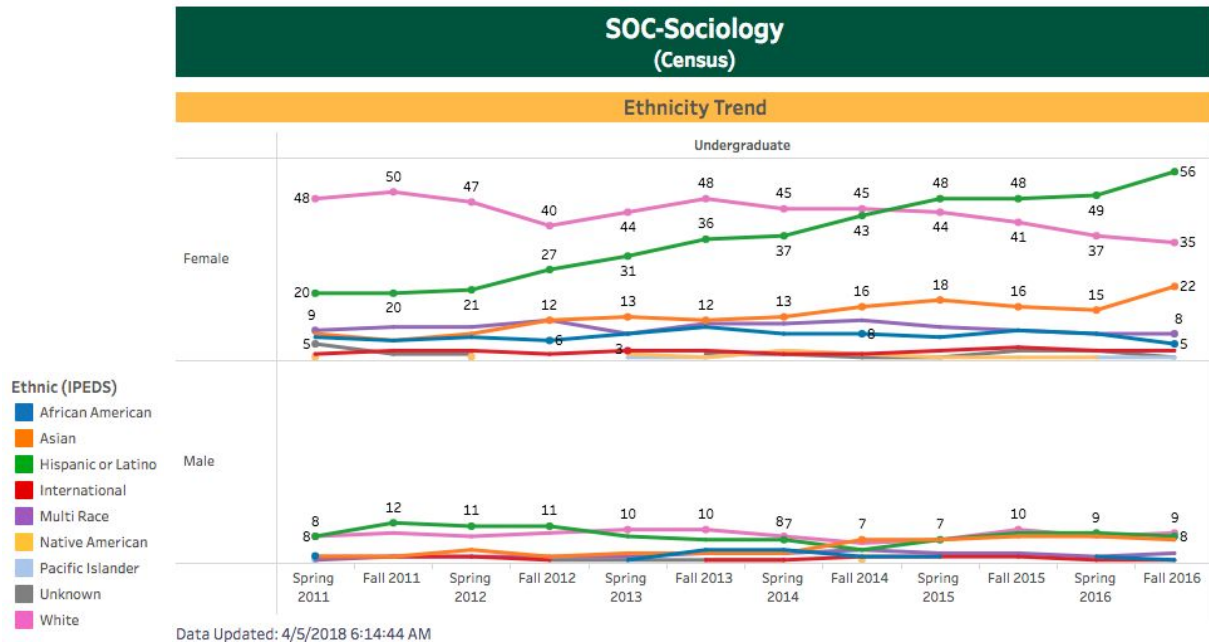
### Gender Trend



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In terms of race and ethnicity, Latinx (identified as “Hispanic or Latino” in University Census data) students have replaced Whites as the largest group in our program for the past four years. The next largest ethnic group among our majors are White students, followed by “Asian” students (it is unclear whether the University disaggregates international and American-identified Asian students within this category). Finally, self-identified “Multiracial” students (8%) have bypassed African American students as our fourth largest student population.





We have a small number of international students every year (see Appendix F).

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 number of first-generation students as well as those from the lower-end of the class hierarchy.

#### **D. Intellectual and Social Climate**

The Sociology Department strives to offer an intellectually stimulating climate for students' academic development that extends beyond the rigorous courses that we teach. Below are some highlights of our ongoing efforts:

##### **Sociology Colloquium Series**

Our colloquia offer students and the campus community as a whole an opportunity to encounter active sociological researchers and thinkers. For example, during the current semester, we have scheduled Dr. Hadar Aviram to discuss findings from her forthcoming book *Yesterday's Monsters: Revision, Reinvention and Rehabilitation in the Manson Family Parole Hearings*; one of our faculty, Dr. Stephanie Sears, to share her ongoing research on Black women's participation in U.S. Carnival parades, Dr. Arlie Hochschild to discuss methodology from her recent book, *Strangers in Their Own Land: Anger and Mourning on the American Right*, and Dr. Azeem Ibrahim to discuss his book, *The Rohingyas: Inside Myanmar's Hidden Genocide*.

##### **Alpha Kappa Delta, the International Sociology Honors Society**

We have an AKD chapter, and qualified students are selected for membership each year. As an additional form of recognition for members, who are some of our brightest and most intellectually engaged students, we order AKD cords for them to wear with their commencement regalia as a way to increase their visibility and sense of individual and collective pride.

### **Honors Theses**

Beyond the Senior Thesis Workshop, which students may choose instead of the Sociology Capstone Seminar (which requires extensive out-of-class time for community-engaged/service-learning), we also offer opportunities for students to write an Honors Thesis, which requires significantly more investment than a Senior Thesis. To be considered for Honors, students must achieve a 3.5 or above GPA in the major and a 3.2 or above GPA overall. To earn Honors, Sociology students complete a rigorous two-semester honors thesis sequence of courses (a Directed Study in the fall and the Senior Thesis Workshop in the spring, where they must fulfill additional requirements beyond the senior thesis); independently design, research, and complete an honors thesis in their subject of choice; and publicly present their research in at least two public forums (one on campus during the Sociology Honors Colloquium and one at the Western Anthropology and Sociology Undergraduate Research Conference held annually at Santa Clara University).

### **Sociologists Together Empowering People (S.T.E.P.)**

In 2010, under supervision by Dr. Shin and Dr. Rodriguez (later Dr. Gascón became a co-advisor when Dr. Shin stepped down in 2014), 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. Since its founding, in addition to organizing panels on topics such as the Occupy Movement in Fall 2011, which attracted more than 300 attendees from on and off campus, S.T.E.P. has also organized smaller 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. While on hiatus this year given the large number of S.T.E.P. leaders who have graduated recently, several of our students—notably, many members of our new Sociology Ambassadors program—have expressed an interest in reviving the organization.

### **Ambassadors**

During Summer 2018, the Department began to form a new student team to help us deepen students' sense of ownership in the major and assist with: welcoming new majors and minors, providing formal peer mentorship, improving student-faculty communications, and better identifying what our majors need and want and how they think the Department can work together at all levels to meet those needs and desires. Members are nominated by faculty--the only criteria are that they be a student who would serve as a good representative of the program, that they be

able to serve by attending 1-2 meetings each semester, and that they help staff student-centered events. To date, nine Ambassadors have helped with our Welcome and Orientation events; planned a “Sociology Café” during the pre-advising period to provide peer-advising in an informal setting; scheduled class visits during Fall 2018 in our Introduction to Sociology, Diversity of American Families, and First-Year Seminar (to pitch the major or minor to potential new students); and started to discuss how to revitalize S.T.E.P.

**Overall, the student intellectual and social climate in the major appears to be vibrant and enthusiastic.** Our students express pride in being sociology majors, and they frequently share with us that they and others on campus view the major as academically rigorous and the programs above as intellectually stimulating. Indeed, after graduating, many students keep in touch over the years and tell us how much they miss the department, the interesting discussions in and outside of class, and the sense of community, collegiality, and collective pride that they experienced during their time with us.

#### **E. Academic Expectations and Progress**

**We clearly and directly communicate academic expectations to our students** via detailed syllabi, written and verbal feedback, informal and formal advising (the latter of which we require every semester), websites, periodic email announcements, and a Department information packet. In addition, our Program Assistant, Amy Joseph, sends out a weekly Sociology newsletter that helps students keep track of requirements for the major/minor/graduation, advising responsibilities, events organized or co-sponsored by the Department, internship and job opportunities, volunteer/activist opportunities, and student and alumni updates.

At the beginning of every academic year, the Department also hosts a Sociology Orientation for all the first-year and transfer students who declare their major in sociology. This helps to ensure that all of our students start out on the same page with clear guidelines as to our academic expectations.

On an individual basis, 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.

#### **F. Notes on Sociology Students**

**Strengths** - We have maintained a healthy enrollment of racially diverse majors and minors in our program who compare very favorably to the College as a whole in terms of academic

achievement. We believe our majors likely exceed other students in their curiosity, desire, and preparedness to understand and effectively address multiple inequalities and social problems as students and future professionals.

**Points for Consideration** - Our students are among our greatest assets as a Department. **The only major concern we have is recruiting more and more diverse majors:**

1. How do we attract more male-identified, trans, non-binary, and gender-creative students to our courses and then to our major? More students representing different socioeconomic backgrounds? More international students?
2. What specific strategies/best-practices can the external reviewers suggest to assist us in meeting our goal to grow our major to at least 200 students before the next self-study?
3. How do we invite more students to use their passion for Sociology to help our program grow?

## **VII. STAFF**

**Since October 2006, the Department of Sociology has had one program assistant (P.A.), Amy F. Joseph, and one student assistant** (currently, Isatou Marenah) who work in the Department's main office. Amy's position is part of the Office and Professional Employees (O.P.E.) union and operates under a Collective Bargaining Agreement, which dictates the rights and responsibilities of her position (Program Assistant IV) as being:

- Organize work and sets priorities, and manage department Office under the general guidance of the department chair.
- Help create warm, welcoming environment and assists faculty, students, staff and other visitors to the office.
- Act as a resource person/liaison between and among faculty, students, and the University community, as well as members of the public.
- Create and develop new office work procedures to increase efficiency, maintenance of confidentiality, or workflow using knowledge of operations and creative problem-solving techniques; design new forms, as appropriate, to implement changes.
- Receive and screen a variety of calls. Take information, answer inquiries, provide information using knowledge of University, College and Department/Program academic policies and procedures.
- Provide administrative support for professional and scholarly activities of the faculty.
- Handle confidential, sensitive materials relating to faculty, student and other issues.
- Hire, train and supervise student assistant(s).
- Set up, maintain and revise recordkeeping procedures and files as appropriate for the Department/Program.

- Create or input, revise, store, retrieve, edit and print a variety of (sometimes confidential) documents, reports, or records using word processing software on microcomputer equipment.
- Prepare and do minor editing of manuscripts, reports, grant proposals, catalog copy, meeting minutes, class schedules, tests, and course syllabi and manuals, as well as routine Program correspondence.
- Performs other duties as assigned.

Isatou's position was created so that students could make general inquiries about the major and/or minor when Amy cannot staff the office in person.

Amy is invaluable to the smooth functioning and development of the Department, and in 2018, this was formally recognized when she received the **Individual Merit Award** from the College of Arts and Sciences. Amy exceeds all of the responsibilities of her position; provides instrumental knowledge about the workings of the department, college, and the university to support the chair; anticipates and identifies problems or issues for the department and takes the initiative to propose and design solutions; has mentored several new Program Assistants; and serves as a crucial resource for students, offering informal advising and crisis resolution. Amy has attended various professional workshops to keep her technological skills updated and to maximize her personal performance, as well as that of the department. For example, in 2013, before the University debuted its DegreeWorks program for advisors, she single-handedly developed a new advising database in FileMaker Pro from the ground up. The database featured student contact information; sections for major, minor and core checklists; advising notes; and a way to see PDFs of notes within the database without having to download and then open the copies.

Amy continues to serve as the P.A. for the Anthropology minor and supports two immersion programs, the Esther Madriz Diversity Scholars' TransBorder Experience and the Arrupe Immersion to Sitka, Alaska. In Fall 2018, Amy volunteered to serve as the "lead P.A." for the University's Latin American Studies (LAS) major and the Center for Latinx Studies in the Americas (CELASA), both chaired by a faculty person outside of Sociology, Dr. Roberto Varea. The need for additional support in LAS and CELASA arose after the P.A. position for those programs was eliminated, and the P.A. originally assigned to take on those duties could not accept them all on top of her existing workload, especially due to health limitations. In response to this situation, and the desire for P.A.s throughout the College to be more involved with decisions affecting their working conditions, **Amy not only agreed to help support LAS and CELASA, she took the lead in organizing P.A.s to establish a "Program Assistants Council"** that will meet with the Dean's Office periodically to be informed of situations that might affect P.A.s, and to provide a way for P.A.s to directly communicate ideas regarding those

situations. The Sociology Department fully supports Amy's leadership within the P.A. Council, and any of her or the Council's efforts to advance professional development and training opportunities for all Program Assistant IV staff.

**Point for Consideration** - While Sociology's staff support has been consistently outstanding, we believe that the current model (having a program assistant support multiple unrelated programs, and/or programs with vastly different missions and/or needs) is structurally unsustainable. Because of our current P.A.'s depth of experience and her willingness to work above and beyond what is required and to take on additional responsibilities in and outside of the Department, Sociology's staff support has remained strong. Although P.A.s may choose to take on additional responsibilities due to the high cost-of-living in the Bay Area, **we believe the Dean's Office needs to address the current reorganization and overburdening of its P.A. staff. We also believe that the College needs to re-evaluate the professional development and opportunities for advancement available to all Program Assistants in the University.**

## **VIII. DIVERSITY AND INTERNATIONALIZATION**

### **A. Diversity**

Demographic diversity is discussed in the earlier sections on Faculty and Students (Sections IV and VI). 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. Finally, our commitment is exemplified in our Department's continued and highly beneficial participation in the Gerardo Marín Diversity Fellowship program (formerly Irvine Dissertation Fellowships), which targets ethnic minority scholars. (Note from Section I that current faculty members Stephanie Sears [2002-03] and Evelyn Rodriguez [2004-05] are former Irvine Fellows, and prior to that, Rebecca Chiyoko King-O'Riain [1995-96] and Victor Rios [2004-05] joined the faculty as Irvine Fellows. Additionally, the Department hosted Valerie Francisco and Nicole Arlette Hirsch as Marín Diversity Fellows during 2011-12 and 2016-17, respectively.)



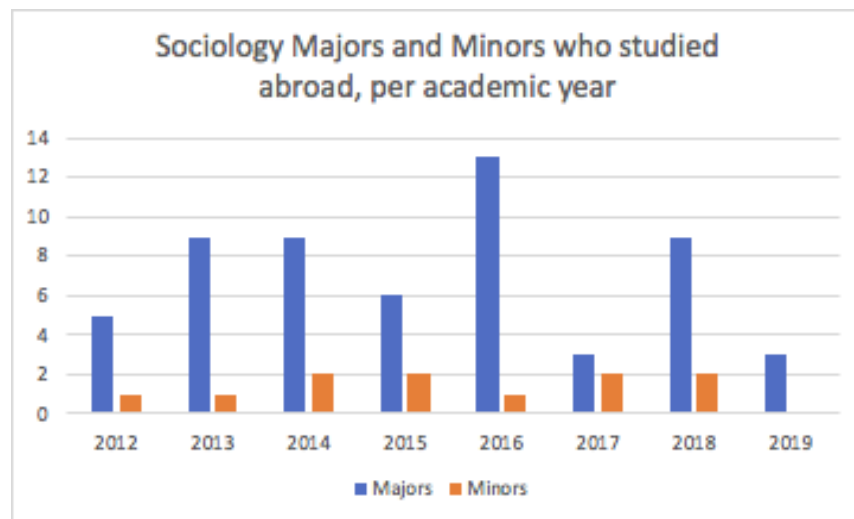
**The main factor that both impedes and facilitates our efforts to recruit students from underrepresented groups is the University's own capacity to attract such students.** In terms of pulling from the available student pool of underrepresented students, the department is doing very well. Our faculty diversity has helped build a curriculum with a number of courses that focus on issues of race, gender and sexuality, as well as new courses on human rights and international subject matters. The department culture continues to be one that supports students' active embrace of diversity and their critical engagement with issues of inequality, 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, Pan Asian American Student Alliance, the Queer Alliance, GenderRoots, USF Alliance for CHANGE, USF Pre-Law Fraternity, Esther Madriz Activist Scholars, Viva Brasil, and Sister Connection. 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. In addition, some of our faculty have received awards from some of these same student organizations in recognition of their contributions to diversity, social justice, and mentorship of undergraduate scholar-activists.

## **B. Internationalization**

In recent years, the department has actively promoted the internationalization of its curriculum and has recruited new faculty with specialization on global studies. Professor Saeed, who joined the department in Fall 2016, has created new courses titled "Engaging Political Islam" and "Islam, Politics and Society," and regularly teaches courses on global sociology. Professor Santos continues to offer internationally focused courses and has created a new course on the Sociology of Human Rights. Professor Webber has redesigned the Social Movements course to cover this subject matter from a global perspective. Professor Shin has added a transnational and global approach to her "Critical Approaches to Race and Ethnicity" and "Nationalism and Citizenship" courses, and teaches "Migration and Diversity in East Asia." Introduction to Sociology incorporates international issues across the curriculum. Professor Sears has incorporated the critical analysis of transnational borders into the Esther Madriz program; most recently, the Esther Madriz transborder trip included an immersion experience in Havana and Santiago de Cuba, Cuba in 2016. To further internationalize our program offerings and spread a global and transnational perspective throughout the curriculum, the department created a Globalization Committee in Fall 2017. This committee is comprised solely of Sociology faculty: Cecília Santos (committee chair), Sadia Saeed, Hwaji Shin, and Mike Webber. The committee has discussed and made recommendations to the Department on the following areas: 1) Teaching rotation of the required Global Inequalities and Social Justice course, development of new courses with global and international coverage, and frequency of such course offerings; 2) How

to spread international and global thinking and issues across the curriculum; 3) Revisions or possible elimination of the emphasis in globalization.

Many sociology majors and minors have taken advantage of study abroad programs organized by USF and other institutions, and students have also participated in immersion experiences organized by the Esther Madriz Diversity Scholars Community and other living-learning communities on campus. As the chart below indicates, 54 of our majors and 11 of our minors have studied abroad, from 2012 to 2018.



**Points for Consideration** - 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 “Sociology of Peace and War,” “International Law and Justice,” “Migration and Immigration” and “Empires and Colonialism.” With additional faculty lines, we could also pursue courses in the area of Global Health and Cities in a Global Context.

## **IX. TECHNOLOGY AND INFORMATIONAL RESOURCES**

### **A. Technology**

**The University’s current campus support for technology via Information Technology Services (or ITS) seems to meet most of the Department’s teaching needs,** provided that current classroom-based technology setups remain in those classrooms where they currently exist. All of our faculty use some form of computer medium for teaching. Many use PowerPoint

to conduct their lectures, Canvas to post important course content and facilitate online interactions, and integrate Internet-based audio and video streaming into their teaching as well as for the purpose of having Skype-based guest lectures. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. However, faculty have identified some assigned classrooms, mainly the conference rooms used for some smaller classes, that do not have adequate technology available—there are no media cabinets, and a media cart cannot be placed there even temporarily (thus forcing faculty to bring their own computer and hook it up to the classroom’s monitor). This is also problematic since many faculty do not have a DVD drive in their laptop provided by the university. The space is not adequately set up for use of technology, which likewise makes it difficult for students to give technology-supported presentations. While we recognize that not all spaces on campus can be high-level “Smart classrooms,” we believe that faculty teaching in spaces that are “repurposed” to serve as classrooms should at least be given access to a technology cart.

Generally speaking, **we provide our students with solid training in online secondary research skills and adequate training in conducting primary research via computer technologies.** Research Methods students do secondary analyses (specifically, they run cross-tabulations) using the General Social Survey (GSS), which they access via U.C. Berkeley’s website. In a few elective courses, students have assignments that incorporate the use of technology—such as creating a Wiki, an interactive website, or digital story. In these classes, instruction on how to use this is incorporated into the class. Outside of Research Methods and occasionally the Senior Thesis class, however, we do not generally incorporate training of students in computer-based data analysis.

Some faculty believe **computer-based data analysis instruction could be stronger.** We have attempted to remedy this in some cases by bringing in guest lecturers who are experts in quantitative methods. To increase this proficiency across the department would require extended focus, some curricular revision, and support from the University. Some faculty, for example, have attended a one day “boot camp” in R and other statistical methods. With additional and more detailed training for faculty, this could in theory provide an opportunity for hands-on training of our students in newer statistical methods.

Technical computing skills necessities for research vary considerably across the discipline. They are most necessary in quantitative sociology (with some exceptions). As this is a largely qualitative department, the computer hardware and software, and technical support, provided by USF can often meet our research needs. However, some faculty are interested in and could benefit from receiving more detailed and extended opportunities to refresh quantitative or technological skills or learning new software and methods such as “R.” This would also require access to more open source programs. Additionally, some faculty have begun to incorporate the

use of qualitative data analysis software, such as Atlas.ti, Nvivo, MaxQDA, or Dedoose in their research. As a general rule, there is no regular or widely available support or training in these programs on campus.

## **B. Distance Learning**

**The Department has not been involved in distance learning programs.** Professor Stephanie Sears has volunteered to teach a hybrid distance learning class for the university's planned pilot of such a program, but it has not happened at this time.

## **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 have been adequate traditionally, and had they been maintained at their levels in past years, we would not expect resource difficulties. However, **a more recent area of concern is the removal of several scholarly journals in the last year from the library due to extensive budget cuts.** These cuts remain a source of constraint and concern moving forward. We do support the library's efforts to increase our open access source availability, but we remain concerned about the number of cuts that may come to journals and resources that are valuable for our research needs, and support efforts to increase the library's budget for journal subscriptions.

Our library liaison, Sherise Kimura, has been a very valuable asset. 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, within her budgetary constraints, to Departmental requests for new books, videos, and DVDs, and has tried to rapidly facilitate these orders when she has not been stopped by institutional demands. The library's sociology holdings had been improving for several years since her hiring.

## **D. Notes on Technology and Informational Resources**

**Strengths** - Faculty who utilize learning software are adequately supported and the Department is satisfied with Gleeson Library's services.

**Points for Consideration** -

1. More qualitative and quantitative software and software training for students *and faculty* would be welcome, as well as access to technological and media resources in every assigned classroom. Some faculty have expressed an interest in **a workshop in quantitative analysis** for those who work on digitized image or texts, as in historical, archival, or content analysis-driven projects. We are aware that there now exists software to help quantitatively analyze the digitized text. Training in this software, perhaps in the form of a summer workshop, would be welcomed. **As well, faculty could benefit from periodic updates during department meetings with Educational Technology Services and Student Disability Services about new technologies that could enhance our students' learning (including accommodations for our differently abled students) and our own research.**
2. **A recent area of faculty concern regarding Library Services is the removal of several scholarly journals in the last year from the library due to extensive budget cuts,** and we support efforts to increase the library's budget for journal subscriptions.
3. Faculty have noted that there are **inconsistencies between the inward facing department website and the outward facing one** as well as the course catalogue-- the former controlled (somewhat) by the department and edited by our Program Assistant Amy Joseph, and the latter outside of our control and maintained by the university. These inconsistencies include four courses that have no description in one of the sites (but do in the other) and fifteen electives listed in the inward facing site that have no corollary on the outward facing site. This presents a challenge, as the department is no longer able to edit the outward facing site.

## **X. FACILITIES**

**The current instructional and research/creative work facilities are adequate for Departmental needs, within the well-known space constraints at USF.** Those constraints are significant: adjuncts have no offices and must share an "Adjunct Faculty Workspace" in Gleeson Library, there have been suggestions regarding potential future office revocation or mandated sharing for other faculty, and it is very difficult to change classrooms if an assigned one turns out to be problematic for a particular class. Additionally, faculty teaching either Capstone or the Senior Thesis Workshop, most notably, are sometimes placed in conference rooms with no AV/media cabinet, thus affecting the ability to adequately deliver instruction and allow for student presentations using technology.

**Point for Consideration** - The most accessible dining options on Main Campus are in the University Center and the Koret Health and Recreation Center, where there are no faculty offices or classrooms. Additionally, there will be a dining facility on the remote Lone Mountain campus

(currently under construction) and a small food mart in the Law School. This limits incentive and opportunities for faculty to leave our offices and socialize with others in the USF community, and has been compounded by the Administration’s Fall 2018 decision to revoke the long-standing faculty and staff discount for using One Cards in the campus dining establishments. As noted by our USF Faculty Association President, the issue is about more than the rising costs of dining on campus when faculty are working and commuting for 12 hour days, under an Administration that has a record of diminishing faculty voices and contractual protections—“there is also the magis, **the more that is lost when the University discourages us from dining together and sharing meals as part of how we build relationships and sustain community as employees of USF.**”

## **XI. COMPREHENSIVE PLAN FOR THE FUTURE**

At our Department’s 2018 Fall Retreat, we developed and approved the following Vision Statement (“Sociology Vision 2023”) to guide preparation of this Self-Study and to help facilitate our goal-setting and planning for the next few years:

*We seek to maintain and build on the current strengths of our distinctively humane, passionate family of faculty and scholars. We will be known as the Jesuit sociology program that is renowned for practicing and producing international, domestic, and local public sociologies through: increasing student and faculty research opportunities and visibility; building and capitalizing on our internal, external, and international networks and partnerships; and embracing continued rigor in our courses, teaching, mentorship, and engagement opportunities. As well, we will become a “destination major”—one of the top five majors in the USF College of Arts and Sciences—that connects 100% of our graduates to innovative and transformative post-baccalaureate career and graduate opportunities, and supports a culture of curiosity and balance for our staff, students and faculty.*

With this Collective Statement in mind, between now and our next program review, we plan to:

1. **Bolster recruitment and retention.** We are particularly interested in building the profile of the department through:
  - a. Full-time faculty guest lectures in courses likely to yield new early majors (e.g., the Muscat Scholars Program (USF’s Summer Bridge program for entering first-generation undergraduate students), Introduction to Sociology, Writing for

Sociology, and foundational courses in the new [Black Achievement Success and Engagement](#) (BASE) and other [Honors College](#) programs

- b. Developing a broader communication strategy with USF's Office of [Strategic Enrollment Management](#) (SEM) and Development
  - c. Formalizing partnerships with and outreaching to other high schools and marginalized high school students in San Francisco. This might require a partnership with SEM.
  - d. Outreaching to City College of San Francisco and other community colleges, including correspondence course programs serving incarcerated population.
2. **Develop more mentorship, community engagement, professional, and post-graduate opportunities for our students.** We might explore this through:
- a. Formalizing and increasing community partnerships that enable students to become visible examples of how our program lives the USF and Jesuit Missions and practices public sociology.
  - b. Strengthening our students' quantitative literacy and skills, since these have become increasingly desirable to employers.
  - c. Developing an alumni database and fostering alumni relationships with current students. Part of this work would require us to create and maintain better systems for following our alumni and to develop a relationship with the University's Alumni Mentorship Programming.
  - d. Building an Internship program. Part of this work would require deepening our partnership with the University Career Services Center.
3. **Reimagine internal support systems for faculty research.** We think we can achieve this by:
- a. Creating more time for faculty research, particularly by supporting:
    - i. USF adequately staffing interdisciplinary programs and majors
    - ii. Establishment of institutionally-supported Department writing and/ or brainstorming groups
    - iii. Creative ways for faculty to manage MWF teaching semesters and three-course teaching semesters
  - b. Making it structurally possible for our faculty to offer courses that allow them to explore and advance their research by allowing Special Topics courses to run with reduced enrollment caps
  - c. Creating more of a research culture and stimulating future collaborations with the department by creating a sustainable model for regular in-house research colloquia
  - d. Creating opportunities for faculty-student research collaborations

## **XII. CONCLUSIONS**

The members of the Sociology Department feel that this is a healthy, productive, efficient, inspiring, and collegial department. It is in very good shape. In recent years, we have made important adjustments to our curriculum in response to changes in the field, intellectual developments at the University and comments and suggestions from program reviewers. We have a clear sense of our identity as a department and a realistic view of our strengths and weaknesses. We are confident that we are doing well in fulfilling our departmental and University missions. Enrollments have stabilized and Student Credit Hours are on the rise after a two-year decrease. Student enthusiasm, involvement and commitment are high and seem to be growing. We have a diverse student body and a diverse faculty. Our decision-making processes, morale and everyday work life remain collaborative, warm and effective—we like, respect, support and enjoy one another. However, this self-study has also identified some of the challenges we face and some areas that we are still working on. We look forward to the external reviewers' feedback and insight on these issues, any others that they may note, and on the general state of the department.