

**ACADEMIC PROGRAM REVIEW  
UNIVERSITY OF NEW MEXICO**

DEPARTMENT OF SOCIOLOGY  
SELF-STUDY

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## DEPARTMENT OF SOCIOLOGY SELF-STUDY

### INTRODUCTION

This report presents an overall description and assessment of the Sociology Department at the University of New Mexico. Input was made by all the relevant participants in the Department— faculty, graduate students, adjunct faculty, staff, and extra-departmental partners.

The organization of the report follows the guidelines in *Academic Program Review: Policies, Principles and Procedures* (University of New Mexico, September 2005). Section I discusses General Program Characteristics, which includes the program's history and mission goals. Section II: Degree Programs and Curricula describes and analyzes, the educational objectives of the Department's degree programs. Section III: Institutional Contributions, discusses the unit's contributions to other academic units. Section IV: Student Profile and Support Data, analyzes student information for the past five to ten years. Section V: Student Performance Measures, addresses student learning assessment. Section VI: Faculty Matters: describes the accomplishments of Department faculty within the past five years. Section VII: Facilities and Resource Bases, evaluates resources issues that have arisen over the previous five years. Section VIII: Program Comparisons, suggests comparisons with programs in national and regional perspective. Section IX: Unit's Future Direction, looks to the Department's plans for building and anticipating future obstacles, and concludes with an executive summary of the self-study.

## SECTION I: GENERAL PROGRAM CHARACTERISTICS

### A. History and Growth

The Department of Sociology (the Department) at the University of New Mexico (UNM) began as a modest enterprise seventy-one years ago and has developed and expanded in tandem with the development of the University's status as a Carnegie Research Extensive Institution of Higher Education, and as the flagship institution of higher education in the state.

In the 1930s, a far sighted UNM President James F. Zimmerman recognized that the study of society, international relations, and political economy was becoming an integral part of higher education in the United States and Europe. In 1935, he pulled a young instructor, Paul Walter, out of the Anthropology Department so that he could set up a separate department of sociology. The new department began rather haltingly. In its first decade, a handful of professors specialized in New Mexico communities and a bit later on Latin America. The program gathered steam during World War II, bringing into its areas of interest social welfare, social work, and social problems. The curriculum grew in the 1960s, incorporating more of the standard sociological fare, including criminology, urbanization, human ecology, population, comparative sociology, as well as offerings in theory and methods for a Master's degree. It increased in size to eight full-time faculty, and following trends in the country, showed dramatic increases in enrollments (Woodhouse 1986). As the Department's 1994 graduate self-study points out, "Between 1958 and 1963 student credit hours in sociology increased 102%. From 1962 to 1968 an even more dramatic increase of 218% occurred, the largest in the College of Arts and Sciences." In 1971, the Department had 36 graduate students pursuing M.A. degrees, and was allocated nine teaching assistant (TA) positions. Such increasing attention to sociology in the 1960s no doubt reflected a national focus on social problems. The interest in sociology also reflected a critical effort to understand contemporary society and culture, an effort largely associated with the Vietnam War and growing disenchantment with contemporary culture (Department of Sociology 1994, p. 3).

As the Vietnam War ended, and as the economic expansion of the 1960s slowed, a more conservative and less activist mood was reflected in the American polity and culture, and these trends were reflected in slowing enrollments in sociology. In 1975 the Annual Departmental Report reported that the graduate program had only 15 students, there were few new applications, and the Department had but four TA's. Then Acting Department Chair Harold Meir speculated that the situation was the result of economic recession, academic overproduction, and a lack of an applied focus for the Department's M.A program (Department of Sociology 1994, p. 3). During the 1970s, the interest in deviance and crime expanded and evolved into criminal justice administration.

In large measure because of the dramatic expansion of sociology in the early 1970s, efforts were initiated to expand the graduate program to include a Ph.D. degree. The proposal for a Ph.D. program was approved by the State Board of Educational Finance in 1975. The program was scheduled to begin in 1977, but began concretely in 1978, with the first Ph.D. awarded in 1982. By 1986 four more students received doctorates in the Department. The program was designed to emphasize two areas of specialization while providing ample room for students with other interests. The first area of specialization was crime and deviance, and the related areas of legal institutions and corrections. The second area of specialization was comparative sociology,

with special attention to Latin America and the American Southwest. A boost to both major areas was given by a 1978 Ph.D. training grant from the Center for Crime and Delinquency in the National Institutes of Mental Health. The grant, which supported ten fellows, not only supported the criminology concentration, the project goals included addressing problems in the Southwest, particularly in relation to ethnic minorities, and it provided education for Hispanic and Native American students. Meanwhile, the original deviance/crime emphasis evolved into a criminal justice administration curriculum before settling into a sociology-grounded criminology program (Woodhouse 1986).

The development of a Ph.D. program, and increasing university enrollments after 1975, provided the basis for faculty expansion. By 1982, the Department had 15 full-time faculty members. Of the five faculty hired between 1975 and 1982, three specialized in crime and delinquency, and two specialized in comparative sociology and Latin American studies. The Department now had established a critical mass of scholars focusing on two major substantive areas, and had a graduate program in place. The shift from a service department to one giving more attention to scholarship and graduate education had been made.

The Department presently has eighteen tenured and tenure track faculty, two faculty whose tenure home is in the Department while they work as administrators in other units on campus. About 36 graduate students and approximately twelve part-time instructors contribute to its teaching mission. A sure sign of academic growth is student demand, and in this regard the criminology major's popularity in the College of Arts & Sciences is noteworthy. In addition to our core criminology, comparative sociology, and the Southwest areas, faculty and graduate students teach and conduct research in race and ethnic relations, social movements and collective behavior, social welfare, applied sociology, family and gender, religion, organizations and occupations, medical sociology, and advanced theory and methods.

## **B. The Department's Mission**

The Department of Sociology at the University of New Mexico seeks to advance the disciplinary comprehension of society, explain human relationships, describe social institutions, and trace the dynamics of social change. We strive for a comprehensive program of undergraduate and graduate studies, faculty and student research, and public service. Our undergraduate curriculum introduces students to sociological theory, develops their methodological skills, and shows the relevance of social structures to their life experiences. It promotes the critical examination of themes in criminology, comparative sociology, Latin American society, race/ethnic relations, gender, family, social policy, health and wellness, and human services. The graduate program leads students to the mastery of advanced research skills while instilling theoretical sophistication for careers at teaching and research institutions, and in the public and business sectors. The faculty achieves the prominence of a state flagship university by engaging major sociological issues of global, national, and regional significance. The Department serves the greater community by providing expertise through applied projects, public lectures, and consultation. Informing its core academic mission is the Department's special attention to Southwestern cultures and the unique conditions of the state, addressing, in pure and applied research and consultation, the issues of interest to



the state's indigenous populations while having the capability to address broader social issues and topics applicable to other states, regions, and countries.

**The Department's mission compared to the mission of the University.** The Department's mission contributes to the fulfillment of the official mission of the University. Like UNM in general, our mission "is to serve the educational needs of the citizens of the state, and those of the nation and world." UNM "develops and offers comprehensive educational programs at the associate, baccalaureate, master, and doctoral levels in a wide range of academic, professional, and occupational fields," and the Department does the same within its disciplinary parameters. Just as the University recognizes itself as "a designated Carnegie I research university," and thus "conducts research and engages in scholarly and other creative activities to support undergraduate, graduate, and professional educational programs, and to create, interpret, apply, and accumulate knowledge," so does the Sociology Department pin its mission to the national standards of a major research institution. UNM "contributes to the quality of life in New Mexico by providing selected services to the public that are part of, contribute to, or originate from the University's teaching and scholarly activity programs." Sociology at UNM contributes to the quality of life in the state according to the expertise provided by its particular profession. Finally, UNM highlights its Health Sciences Center as a valuable resource to New Mexico, providing health care "through leadership in providing innovative, collaborative education; advancing the frontiers of science through research critical to the future of health care; delivering health care services that are at the forefront of science; and facilitating partnerships with public and private biomedical and health enterprises." In its medical sociology expertise, as well as by its comprehensive program, the Sociology Department participates in this major contribution of the University to the citizens of the State of New Mexico.

### **C. The Department's Goals**

The goals of the department are logical outgrowths of its mission, and are seen according to the unit's teaching, research, and service components.

*Teaching:* For sociology and criminology majors, learning objectives turn, at minimum, on contributing to the well-rounded development of undergraduates. The sociology and criminology programs seek to produce individuals who can identify the mechanisms of social structure as they encounter them through the life course. As a result of being a sociology or criminology major, a student should understand the role of theory in sociology, and appreciate the importance of method in any serious consideration of social issues. An important goal of the undergraduate program is to cultivate an interest among a select number of students in going on to advanced, post-graduate, study and professional academic careers. The goal of the graduate program is to turn out professionally trained students of society, individuals who will go on to make impacts in scholarship, teaching, service to the profession, public policy, and the greater society.

*Research:* For its faculty members and students, the department's goals focus on providing support for the conducting of research that is important for disciplines in the social sciences and for dealing with societal problems and issues. Identifying key research questions, and contributing to ongoing intellectual discourse and debates form central aims of the Department.

*Service:* A major goal is to have the Department apply its resources and expertise to the service of UNM, the discipline of sociology, and the wider societal environment. We are responsive to initiatives in the College of Arts & Sciences, the Faculty Senate Curriculum Committee, and other academic units, and the University's central administration. Our faculty and graduate students are encouraged to participate in the networks, associations, journals, and foundations that are significant to the development of sociology as a discipline. Service to the community is met through applied research, consultation with key service agencies, and participation in many fields of public endeavor.

**The Department's goals compared to the University's Strategic Plan:** Sociology's goals fall consistently within UNM's Strategic Plan (2001). The value placed on academic freedom in the Strategic Plan is reflected in the Department's commitment to instructional, research, and creative freedom for its faculty and students. We value diversity with inclusiveness and reject prejudice, bigotry and discrimination. Our dedication to excellence, integrity, and professionalism in all of the Department's spheres of academic activity is beyond reproach. As called for by the Strategic Plan, we maintain steadfast attention to and concerns for the diverse citizenry of New Mexico. We uphold the Strategic Plan's commitment to "foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social and cultural life." The Strategic Plan explains this aspect of a vital academic climate by emphasizing that "The most important mark of a great university, and the most important determinant of student and faculty success, is passionate engagement in important ideas—important not just in the strictly academic sense, but also in meeting the needs of our external constituencies" (p. 5). Our own mission and goals meet these principles as we strive to provide high quality education for our undergraduate and graduate programs, support the highest quality research and creativity, and engage our faculty and students in the community at large. Moreover, our sense of responsibility to "advancing the interests and aspirations of New Mexico and its people" (p. 6), is met in a variety of ways according to our skills and expertise, matches that of UNM. We, too, value diversity and pledge to uphold it in the curriculum, in our research, and service activities. Finally, we share in the Strategic Plan's goal of providing an environment that "cultivates and supports activities of national and global distinction and impact" (p. 8), as shown by our record of faculty achievement and mentoring of graduate students.

#### **D. Primary Stakeholders Faculty, Staff, Student and Community Participants**

The primary stakeholders in Sociology are the standard ones for a department and discipline in a liberal arts and sciences college. They include a set of tenured and tenure-track faculty ranked according to full, associate, and assistant professors. There is one faculty member who has a .25 FTE appointment, and a visiting assistant professor employed at a .67 FTE appointment. A complement of graduate students is enrolled in the Department's master's and doctorate programs. Most M. A. students work as assistants in courses with large enrollments. Ph.D. candidates are eligible to teach courses, and most of them do, providing important teaching service to the highly enrolled sociology course listings, particularly, but not exclusively in the introductory Soc. 101.

In addition, the Department contracts with fifteen part-time instructors, all but three whom have Ph.D. degrees. Six emeriti professors, and two research professors are associated

with the Department. Their areas of expertise range from social organizations to evaluation research, Latin America, criminology, and social theory. The front office is staffed with a department administrator, an academic advisor, and an administrative assistant.

Many of the community members who participate in Department affairs do so at the Institute for Social Research, or ISR (described in another section below) as clients for contracts and grants, and in other capacities. Some of the stakeholders who might be “unhappy” were ISR to disappear include the Metropolitan Detention Center, the City of Albuquerque, Bernalillo County, the New Mexico Drug Policy Alliance, Bernalillo County/ City of Albuquerque Metropolitan Criminal Justice Coordinating Center, the Bernalillo County Metropolitan Court, the Second Judicial District Court, and the New Mexico Corrections Department.

Most of these are current funding agencies, or have funded researchers at ISR at some time in the past. But other stakeholders are related to ISR’s Center for Education Research’s preschool/early childhood education projects, including the City of Albuquerque’s Departments of Family and Community Services, and Budget; Youth Development Incorporated-Head Start Inc.; the Albuquerque Public Schools (in general, but especially Research, Development and Accountability, and Teaching and Learning Services (includes early childhood programs such as Even Start); the New Mexico Community Foundation (especially their SPARK program); the UNM Center for Family and Community Partnerships; the UNM Center for Development and Disability; the State Children, Youth and Families Department (especially early childhood programs); the New Mexico Public Education Department (especially their Pre-K program); the New Mexico Office of Education Accountability; New Mexico Voices for Children; The Albuquerque Partnership (non-profit); Think New Mexico (non-profit); Downtown Child Care Centers; and the *Albuquerque Journal*.

In addition, a national network of minority junior faculty and graduate students who participate in Professor Howard Waitzkin’s NIMH New Mexico Mentorship and Education Program as an essential part of their career development, largely in minority institutions. The community advisory board of representatives from community-based groups in the Southwest is also involved in this initiative. Moreover, again in conjunction with Waitzkin’s work, an international network of educational and community-based programs participate in research and advocacy concerning public health and global trade, especially on the impact of international trade agreements. Finally, Professor Phillip May runs the NIMH/COR training program, an honors undergraduate program that trains qualified Hispanics, American Indians, African and Asian Americans, and other under-served students in research in mental health and co-morbidity. Nine NIMH-funded students are requested per year for five more years; UNM provides funds for two additional students per year.

#### **E. Leadership, Governance and Organizational Structure**

The tenured/tenure-track faculty members sit as the Department’s governing assembly. Executive functions of the Department are carried out by the chair, including chairing faculty meetings and serving as chair of the faculty Executive Committee. The Executive Committee consists of one elected member from each of the three faculty ranks— full, associate, and assistant professor. The chair appoints several offices: an associate chair who sits as a non-voting member of the Executive Committee; and with approval of the faculty, the members of four standing faculty committees (Curriculum, Undergraduate, Graduate, and Research and

Computer Use); and, the department's library liaison. Each of these committees is responsible for recommending policy in their respective areas of concern. In addition, the Graduate Committee is charged with reviewing applications, and determining admissions, to the graduate program.

Rules of Governance set out the regulations and duties for the Department's voting membership, meetings, executive duties (chair, acting chair, associate chair), curriculum committee, graduate committee, faculty recruitment committee, undergraduate committee, Department coordinators (e.g., Research and Computer Use, Library), and Executive Committee. It also spells out procedures for amending its own rules.

The Department founded the Institute for Social Research in 1980 in order to house and administer faculty grants. The director of ISR is appointed from among the faculty of the Department, although ISR principal investigators forward their nominations for the directorship to the chair. The Department receives a pre-designated share of the finance and administrative funds that are generated by ISR grants.

#### **F. Academic Programs**

The Department offers two bachelor degree majors, one in sociology and one in criminology. Minors in sociology, criminology, and social welfare are also administered. Within the sociology major, two concentrations are available: (1) pre-law and (2) human services & social policy. Finally on the undergraduate level, majors in sociology and criminology are eligible for Departmental Honors.

On the graduate level, the Department offers a masters degree in sociology. In addition to the required courses, a student may fulfill the requirements for the Sociology M.A. by writing either a thesis or a "professional paper." The Department also offers a Ph.D. in sociology. To be accepted in the Ph.D. program, students who complete the requirements for the M.A. must reapply. Comprehensive examinations are taken in areas of student interest/faculty expertise, primarily comparative/Latin America, race/ethnicity/stratification, criminology/deviance/law, medical, organizations/work, collective behavior/social movements, culture/religion, education, and gender. In addition to required courses and the comprehensive examination, completion of the Ph.D. requires a research dissertation.

#### **G. Major Research and/or Creative Endeavors**

The major research programs of the Department's faculty are described fully below in the section on Faculty Matters. Here it can be pointed out that the Department's curriculum specialties influence the types of research that faculty and graduate students conduct. For example, that the Department maintains a criminology major means that a certain amount of faculty research will be done in the areas of crime, delinquency, and corrections. Similarly, as the Department defines comparative sociology and Latin America as major specialty areas, it is expected that research in these areas will be conducted. Moreover, as the need arises to meet the demand in such courses as race/ethnicity, social movements, health, education, and gender, the research of faculty who are recruited to teach will tend to fall in these areas. Of late, the research of many faculty has included work on the Latino populations of the United States, the Southwest, and New Mexico; to the end that a Latino Studies Task Force has been formed the Department. For faculty members who acquire external grants, much of their research is administered at the

Institute for Social Research, which also supports work in evaluation research. Finally, in the spirit of academic freedom, faculty and graduate students are free to conduct work according to their interests. For any given individual, these interests may change over time.

## **H. Public Service**

As a whole, the public service contributed by the faculty is significant. Lisa Broidy sits on the New Mexico State Domestic Violence Death Review Team (consisting of criminal justice, public health, emergency medical, domestic violence service providers, and mental health servers) which evaluates all state deaths attributable to domestic violence and tries to identify significant points where the system can be improved.

Richard Wood draws on his scholarly research and writing to engage extensively in service work beyond the discipline, in venues including national-level conferences with religious clergy, professional community organizers, and foundation program officers. He talks to local groups of community activists, students, religious congregations from diverse traditions, and clergy. In addition, he collaborates with local reformist police leaders through the APD-UNM Research Partnership, and volunteers in the local community as the president of his neighborhood association, coach of a YMCA children's basketball team, and faculty coordinator for the campus chapter of Habitat for Humanity.

Jane Hood has created a Listserv for learning disabled students and their families and, with her husband, serves as an advocate for learning disabled students. In addition, she writes popular press articles to raise consciousness about proper reading instruction for reading disabled students.

Nelson Valdes is a member of the Board of Directors of the National Hispanic Cultural Center (4 years), appointed by Governor Bill Richardson.

Nancy Lopez works with ENLACE, the Research Service Learning Program and the Albuquerque Public Schools in a variety of capacities including research and evaluation.

Philip May has been a member of the Board of Education, Pueblo of Laguna since 1998, and has served as the President of the Board for the past five years. He is the non-Indian representative of the State of New Mexico Indian Education Advisory Committee which is a policy advisory committee to the Secretary of Education of the State of New Mexico.

Beverly Burris served as a Commissioner on the New Mexico State Commission on Higher Education from 2003-2005, and has been active in the First Unitarian Church during the past ten years, including serving on its Board of Directors twice during that period.

Andrew Schrank provides pro bono consulting for the AFL-CIO and various anti-sweatshop groups.

Roberto Ibarra is a nationally recognized expert on diversity issues in education and higher education reform. He is a member and past co-chair of the Diversity Leadership Council, a non-profit collaboration between public and private sector organizations in New Mexico that provides education and training for enhancing diversity in the workplace. He is a member of the board of directors of Walden University and helps direct their Hispanic and diversity initiatives for their national and international units. His work has been used as part of the basis for the development of the Freshman Academic Choices program in the UNM University College, and he continues to be involved with the development of the Research Service Learning program being developed by that college. In addition to national presentations on diversity in higher

education. Ibarra annually provides pro-bono training and workshops on enhancing diversity for many local, regional and national level organizations aimed at improving higher education.

Howard Waitzkin commits a great deal of his academic work to the alleviation of human suffering, misery, and inequality. His research and policy analyses deal with access to health care, the medically indigent, minorities and other vulnerable populations, state and national health programs, comparative international policies, and managed care. His most recent book provides the most explicit application of research analysis to issues of institutional change, offering a comprehensive analysis of the current problems of costs, coverage, and access to medical care in the United States, as well as recommendations and plans for changing the system. Moreover, Waitzkin has participated in national and local efforts to construct a more responsive health care system for the United States, as well as international public health efforts, including co-authoring a proposal for a single-payer national health program for the United States that was published in *The New England Journal of Medicine* and later introduced in Congress. His service to New Mexico include developing a public health program that collaborates with students and communities throughout the Southwest region and in Latin America.

### **I. Other Major Initiatives**

The Institute for Social Research is an important unit for faculty development. The department established ISR in 1980 to house and administer faculty grants. It is the primary agent for a number of major faculty grants funded by such agencies as the National Science Foundation, the National Institute of Justice (U.S. Department of Justice), the Harry Frank Guggenheim Foundation, the Ford Foundation, the National Institute of Mental Health, as well as state and local agencies. ISR supports non-faculty researchers as well as graduate and undergraduate research assistants. Sociology faculty benefit from the cross-fertilization of ideas for grant development that takes place at ISR. Moreover, ISR's governance structure promotes administrative and leadership skills. Its rules of governance require that its director come from the ranks of the Sociology's Department's regular faculty. Professors Broidy (director), Wadsworth, Waitzkin, Ibarra, J. Roberts, and A. Roberts are current faculty who hold grants at ISR.

### **J. Previous Program/Accreditation Review & Subsequent Changes**

The previous academic review of the Sociology Department took place in 1994. William V. D'Antonio of the University of Connecticut, Joan Moore of the University of Wisconsin-Milwaukee, and James F. Short of Washington State University conducted an external assessment of the Department's graduate program. While some of the recommendations of this review touched on the undergraduate curriculum, the Department has never undergone a comprehensive review of its overall academic program. (A previous review of the graduate program also took place in 1983.)

The 1994 External Review Team (ERT) made a number of recommendations. It reported that we should:

- consistent with our strengths in criminology, and to adjust the Department's "purist [research] atmosphere" (sic), implement an applied master's degree program;

- add a methods of evaluation research as an option in the M.A. methods requirements since graduate students in criminology “often find employment in research offices of law enforcement and other governmental agencies, and in business settings;”
- strengthen the ties to the various research institutes on campus, especially the Institute for Social Research, the Center for Alcohol and Substance Abuse (CASAA), and the Latin American and Iberian Institute (LAI) as part of a “conscious, applied focus to enhance the Department’s sense of the importance of its location in New Mexico, with its many challenges;”
- re-order our faculty contributions formula so as to recognize the importance of the one-on-one mentoring in graduate readings and research courses and thesis/dissertation work;
- introduce a course on demography into the required methods sequence;
- reduce the theory requirement from 9 credit-hrs to 3 (one course) in the 24 credit-hr. M.A. program;
- reduce the Ph.D. theory requirement from 3 to 2 courses, with one being an option among different types of theory courses;
- do more to prepare graduate students to teach, perhaps develop a course for this purpose;
- limit enrollments in criminology courses to give faculty members more time for research and provide greater attention to graduate student supervision;
- add one or two undergraduate honors courses with very limited enrollments to reduce the high criminology enrollments, thereby relieving pressure on faculty and permit them to give more attention to graduate student needs;
- do more to bridge the two areas of greatest strength in the Department – criminology and comparative sociology– including the unique opportunities represented by New Mexico’s ethnic history and mix, and the special problems that relate to them.

In consultation with the Department Graduate Committee and senior faculty members, then Department Chair Gary LaFree recorded a set of responses to these recommendations. The recommendations were revisited once again in 1999 upon request of the Office of Graduate Studies when Professor Richard Coughlin was chair.

Regarding the recommendation that the Department create an applied master’s track within its terminal M.A. structure, the 1994 response recognized the increased employment opportunities available to graduate students with experience in applied social research, and expressed the wish to strengthen preparation of graduate students for applied work, meaning the establishment of a graduate course in applied and evaluation research, and continuing substantial involvement of graduate students in applied and evaluation work at ISR and CASAA. However, the Department felt it did not have the resources to designate an applied track, and it did not agree at that time that one was needed. The Department’s preferred strategy for developing an efficient mechanism to reach the goal of preparing graduate students for applied research careers was to increase both the availability of applied research experience at ISR, and course work with an applied focus.

The 1999 report pointed out that no formal restructuring of the M.A. program had occurred, aside from the inclusion of evaluation research as a methods course. However, in 2004, on the motion of Associate Professor Paul Steele, the Department voted to institute a Master of Arts certificate in Applied Sociology. Professor Steele represented the indispensable

resource for the maintenance of an applied program in the Department. Without him, the program would hardly been viable. His decision to retire last year was announced before the proposal went through the final approval process in the University. Earlier this year, the faculty voted to rescind its decision, deeming it extremely difficult to maintain an applied M.A. without Professor Steele. This does not mean that an M.A. student cannot craft a program in applied sociology in the Department, and we would encourage students who have an interest in applied sociology to develop such a program. Many of the grants and contracts awarded to researchers at ISR are able to provide hands-on training for graduate students in evaluation research and methods. The 1999 response pointed out that a well-enrolled graduate course in evaluation research was being taught in the spring semester, and it projected that such a course would be offered every other year, assuming the availability of adequate faculty resources. Professor Steele utilized Soc. 570 ( Special Topics in Sociological Research) for teaching program evaluation. This option remains available for faculty members.

This development applies to the recommendation that the Department offer a graduate seminar in applied and evaluation research. The 1994 response said that the Department would seek faculty approval for establishing the course, noting at the time that “several current faculty members... would be qualified to teach such a course.” While no specific evaluation/applied methods course was ever developed, Professor Steele’s use of Soc. 570 remains available for this specialized purpose.

The 1994 ERT gave as rationale for its insistence on an applied thrust in the Department, the view that the discipline of sociology was swinging in the direction of applied studies. While applied sociology is indeed a strong component of the discipline nationally, the reigning sentiment among the Department faculty gives priority to the academic research consistent with the more dominant trend in the discipline. This does not mean that elements of applied sociology should be slighted; rather, it is to recognize the importance of strengthening the academic core of the Department consistent with UNM as a research institution and flagship university of the state.

To put this discussion in context, it should be mentioned that a decided majority of our M.A. graduates do not go on to applied research professions. For example, of 17 completed M.A.s since 2002, 9 continued in our Ph.D. program, 4 went to a Ph.D. or law program elsewhere, 1 took a research position in another UNM unit, 1 did not go into the job market or advanced education, and the first-position-after-degree of 1 is unknown. Only one of our M.A. graduates went into an applied profession, law enforcement.

Regarding the recommendation that the Department reintegrate CASAA because it appeared to be underutilized, the 1994 response acknowledged the potential for graduate student employment and participation on research projects at CASAA making it an important resource. It said that increased communication between the graduate program and CASAA formed a crucial ingredient in establishing more productive relations, and it suggested that one mechanism to achieve it was through a formal meeting between the Graduate Committee and the Director of CASAA. Other mechanisms included participation of the Director in teaching, or co-teaching, a graduate seminar in applied and evaluation research. The 1999 summary pointed out that Sociology Professor Phil May, former CASAA director and continuing principal investigator for research projects, addressed entering students in the introductory graduate proseminar, resulting in greater graduate student awareness of, and access to, CASAA resources, as well as a stronger sense of institutional connection between the Department and the Center. Also, resource flows



between CASAA and the Department were institutionalized with the latter receiving appropriate indirect cost payments from CASAA-sponsored research, a flow which continues to the present.

More recently, CASAA has worked successfully to increase the number of NIMH-COR students in the program, including sociology students. In his capacity of CASAA Director and principal investigator Phillip May sat on or directed 6 Sociology Ph.D. dissertations and one M.A. thesis since 1994, most using CASAA-generated data sets and most being grant funded for the students. CASAA has also employed a limited number (about 6) of Sociology undergraduate and graduate students as work study or regular employees on National Institute of Health, National Institute of Justice, or Robert Wood Johnson-funded grants. May recently received a NIH grant supplement to bring Dr. Tassy Parker, a UNM Sociology Ph.D., back from the University of Wisconsin Medical school to UNM as a faculty member in Family and Community Medicine and as an employee at CASAA. Another Department Ph.D., Jan Gossage, is in his fifteenth year working as a staff researcher at CASAA, and has many publications to his credit since completing his Ph.D. in our department. One mitigating factor in the aim of integration is the fact that CASAA moved its offices off-campus and some distance from the University. Also, the connections to CASAA would be greatly strengthened if Department faculty would undertake research on issues of substance abuse, the central focus of CASAA's grant funding, something which is impossible to control.

The 1994 response grouped together the following ERT recommendations: (1) that the faculty contributions formula be adjusted to recognize the importance of one-to-one mentoring in graduate readings, research courses, and thesis/dissertation work (2) that M.A. thesis advising for Latin American Studies students be weighted as highly as is M.A. thesis advising for Sociology students, and (3) the departmental award structure acknowledge the demands placed on ISR's faculty leadership by granting release time to those leaders. It called these the "most controversial of the recommendations because they dealt with basic teaching and research responsibilities in the Department, and therefore affected the faculty workload statement that the faculty had been developing the two years previously. Chair LaFree emphasized that the Department had successfully used the workload statement for everything from assigning courses to determining pay raises. The sentiment was therefore to address them at a faculty retreat.

At the least, the response made several observations based on discussions with the Graduate Committee, the Associate Chair and other senior faculty. They agreed, first that more needed to be done to improve the mentoring of graduate students. However, providing course reductions for faculty beyond a 2-2 teaching load could not be taken lightly as it would conflict with equally worthy claims including possible reductions for the Director of the Graduate Program, the Associate Chair, and the Director of the ISR. Since that time, the formula has been adjusted such that work with graduate students— whether one-on-one-mentoring or working on thesis and dissertation committees— is now recognized as part a faculty member's teaching contributions, not service.

Second, the Department had already begun discussions with the Latin American Institute (now the Latin American and Iberian Institute, or LAII) about ways of more effectively linking graduate students in the Sociology program and Latin American Studies (LAS). A principle mechanism for increasing this linkage was the establishment of a task force on Latin American studies, its members to be included among the Latin American scholars who participate in the LAS program. Stronger ties with LAII have been established recently with two Sociology faculty

participating in LAII. Assistant Professor Andrew Schrank has a faculty affiliation with LAII, and is a member of its Interdisciplinary Committee.

Professor Susan Tiano has been closely involved with the LAII and its students over the years. Through Tinker and Mellon grants in the early 1980s, Tiano conducted fieldwork in northern Mexico and disseminated her findings at conferences. Tiano taught Latin American Studies students and served in various administrative and service capacities. Tiano's main contribution to the LAII's teaching mission has focused on Latin American gender issues. The current LAS concentration in gender grew out of the gender-and-development concentration for which Tiano and a colleague formulated the curriculum. Tiano continues to train students in global gender issues by offering a bi-yearly seminar on gender and international development for Sociology and LAII students, by serving on M.A. and Ph.D. committees, and by preparing students for comprehensive examinations. Administratively, Tiano's contributions to the LAII include a three-year term as Associate Director for Academic Programs/Director of LAS (1983-86). She has continued her service on LAII committees (Grants and Awards, ICLAS, Program Committee), including her most recent participation from 2002-2004 on the LAII Advisory Board.

The LAII and the Sociology Department engage in joint projects, e.g. their recent joint sponsorship of Dr. Moira Murphy's book-speaking tour to UNM. Moreover, the Department's policy is to weigh M.A. thesis advising for LAS students as highly as that for Sociology students, and it further seeks to maintain expertise in Latin America in its new faculty hires when possible. Finally, while it would have been ideal to grant course releases to the ISR's faculty leadership, such a move would need to consider such matters as other course reduction arguments, typical course loads in peer institution departments, and the Department's ability to adequately offer graduate and core undergraduate courses.

On another of the Review's recommendations, the Department has retained the 2-2 teaching load. However, the 1999 response noted that the director of ISR received a one-course buy-out to a 2-1. Since then directors have been able to negotiate a reduction in teaching to 1-1 in partial compensation for the growing administrative duties.

Regarding the recommendation that the Department institute a demography course in its methods requirements, the 1994 response pointed out that it would be difficult to provide more specialized training unless the Department were to hire a demographer. This possibility is regularly discussed by faculty, and demography has been listed as a "desirable secondary area" in faculty recruitment ads. However, the proposal for a demographer has always competed with other, more needed faculty lines. In 1995, the Department explored the possibility of associating with the Bureau of Business and Economic Research at the University; however, it did not result in retaining one of their demographers for teaching in the Department. This option is still open to the Department, if faculty discussion calls for following up on it. The 1999 report said the Department had not been able to hire a demographer due to higher priorities for the limited number of hires we had been able to make. The variety of methodological approaches offered to graduate students was expanded by revising the graduate curriculum. Soc. 581 focusing exclusively on multiple regression, Soc. 582 offering other multi variate methodological tools, and a variety of methodological courses focusing on ethnography and qualitative data analysis, evaluation research, and network analysis/structural equation models/log-liner analysis are offered to students.

On the proposals that the Department reduce its theory requirement for the master's degree to one course from three, and the theory requirement for the Ph.D. to two (from three), the 1994 response pointed out that the reviewers were in error. In actuality, M.A. students are required to take a total of six units of graduate theory, and one of two contemporary theory courses (Soc. 513 or 514), while Ph.D. students must take nine units of graduate theory, with all students required to take Soc: 500– Classical Sociological Theory. Ph.D. students must take both contemporary theory courses.

The Department recognized the reasoning which led to the ERT recommendations: that Soc. 513 had a substantial theory construction component and explicitly notes the role that middle-range theory plays in social science; that Soc. 500 and 514 are in-depth considerations of major contributions to classical theory and contemporary European theory respectively; and that many well-established graduate programs have only one or two required theory courses for graduate students. (There was also the weaker argument that for some students, undergraduate course work in classical or contemporary theory may provide adequate background in theory for an M.A. degree.) The 1999 response said that the ERT recommendation was not implemented because the majority of the Department faculty disagreed with it based on the reasoning that for the average student admitted into our graduate program, increased dosages of theory were appropriate.

The Department observed that only students with a specialization in theory may need to take all three courses, yet also recognized the central place of social theory within the sociological enterprise. It thus recommended that M.A. students be required to take any two graduate theory courses; that Ph.D. students be required to take all three graduate theory courses; and that students with good undergraduate preparation in either classical or contemporary theory be granted a waiver of one of the required theory courses upon petition to the instructor of record.

At that time, the Department reduced the number of credit hours required to complete the theory component of the M.A. program, but it did make an adjustment by providing for the student to choose two out of the three theory courses offered by the Department (Soc. 500: Classical Sociological Theory, Soc. 513: Contemporary Social Thought, and Soc. 514: Contemporary Social Thought II). This provision has remained to the present. On the other hand, the department faculty decided to retain the three-course theory requirement for the Ph.D. under the rationale that (a) it was reasonable to have a greater number of theory courses required for the Ph.D. than for the M.A., and (b) three theory courses are necessary for a Ph.D.-level understanding of the field.

There is no evidence that the Department Graduate Committee systematically allowed undergraduate theory courses to stand for regular graduate theory courses. Thus, for example, few students in recent memory have come forward with such a request. The only similar circumstance has been students with an M.A. from elsewhere asking to use one of their M.A.-level courses. The thinking of the current Graduate Committee does not favor such a policy since the logic of any graduate seminar is to make treatment of the subject matter significantly more advanced than an undergraduate course.

Regarding the recommendation that we establish a more formal program of training for graduate students to prepare them for teaching, the 1994 response committed the Department to developing a course for this purpose. It did develop a Sociology Teaching Practicum (Soc. 531) at two units of graduate credit (since it would be less academic and rigorous than a regular

graduate seminar, would not move students toward completion of academic requirements, and students are already required to take a one-credit hour proseminar), taught, as the 1999 summary said, in varying formats including a weekly workshop and teaching mentorships under experienced faculty. However the practicum has not been offered recently. Instead the Graduate Committee instituted a policy that before being allowed to teach in the Department, graduate students must take the preparation course offered by the Teaching Assistant Resource Center (TARC), a program of the University's Center for the Advancement of Scholarship in Teaching and Learning (CASTL). TARC also offers a special version of this course for international students.

We made this change for two reasons. First, while we have many excellent teachers on our faculty, they do not generally have expert knowledge of current research on teaching and learning. TARC instructors do have this expertise, and are thus better situated to prepare new teachers. Second, with this high quality resource available outside the Department, it is more sensible to use our limited faculty resources to offer substantive seminars for graduate students rather than try to also squeeze in the practicum.

On the recommendation that the Department limit enrollments in its undergraduate courses, and create smaller enrollment courses in honors, the 1994 response said it was taking several steps to control the growth of its undergraduate enrollments and increase the quality of its upper-division undergraduate program. It worked to shift departmental resources to emphasize more sections of required core courses, a step that has been successfully accomplished, particularly as the use graduate students and part-time instructors to teach core sociology and criminology has greatly increased. The 1999 summary reported the success of the Department in achieving significant limits on enrollment. Smaller undergraduate classes were achieved in some courses (101, 280, 213) by offering more sections and/or offering the courses in the late afternoon and evening as well. The policy is now facilitated by the increase in teaching being conducted by graduate students and part-time instructors. Moreover, one of the ways the Department contributes to smaller section enrollments is through the participation in the Freshman Learning Communities program administered by University College.

The Department pledged to recruit 10 to 15 of the best undergraduate students to participate in an honors program. In 1996, the Department launched a new Departmental Honors Program, facilitated by increased faculty lines. Since that time, the Department has further developed its honors program, defining it as a two-semester sequence for sociology and criminology majors in their junior year as described above. Nevertheless, it has proved a challenge to meet the 10-15 student-enrollment goal in the program per year

On the recommendation to tighten the criminology and comparative aspects of the program, the 1994 response noted that both criminology and comparative remained particularly strong specialties in the Department, more so with our two most recent hires, Christopher Lyons and Andrew Schrank, in these areas respectively. The ERT defined "comparative" sociology as pertaining to the examination of ethnic groups within New Mexico, and it was in this vein that the ERT made the recommendation to bridge criminology and comparative. The response noted that much research within the Department administered at the Institute for Social Research dealt with ethnicity and crime-delinquency in New Mexico. That is still very much the case, and currently, researchers at ISR often study the intersection of race/crime and ethnicity. All crime studies, at least in New Mexico, include race/ethnicity as a variable, and a core number of studies

have the race ethnicity/crime intersection as a major theme. For example, ISR recently completed reports on "Crime on Tribal Lands, 1996-2002," and "Child Sexual Abuse on Tribal Lands."

Moreover, the 1994 response made the point that the intersection of crime and ethnicity occurred on theses and dissertations produced in the Department, 8 of 19 having dealt with one or the other or both. The 1999 report pointed out the number of initiatives that had been undertaken in this area, including

- a faculty exchange with the *Universidad Central de Venezuela* headed by Professor Gary LaFree;
- Professor Chris Birkbeck's service as director of the criminal and Juvenile Justice Coordinating Council, a policy-formulation agency of the State of New Mexico housed at the Institute for Social Research;
- the launching of a research project funded by the National Institute of Justice on cross-national comparisons of crime rates and institutional legitimacy over several decades headed by Professors Bert Useem and Gary LaFree;
- then Assistant Professor Richard Wood's ethnographic research on the interaction between police and Albuquerque's ethnically diverse neighborhoods funded by the National Institute of Justice;
- then Assistant Professor Lisa Broidy's project on deviance among adolescent girls from various New Mexico ethnic groups;
- then Assistant Professor Richard Wood's sponsorship of a Venezuelan student in the sociology of law and policing;
- graduate student Gwen Hunnicutt's thesis research exploring cross-national trends in female crime rates.

The 1994 response indicated that the Department would continue a strong emphasis on the study of criminology and ethnicity/race by drawing on the unique ethnic history and mix in New Mexico. One of the ways that this is accomplished is in the teaching of Soc. 326 (Sociology of New Mexico). In addition, the research of Professor Felipe Gonzales and Assistant Professor Nancy Lopez in race/ethnicity, and Assistant Professor Tim Wadsworth and Associate Professor Lisa Broidy in criminology give substantial focus to New Mexico topics. Because of the direction that much of the faculty research is going, a Latino Studies Task Force has been created in the Department.

Regarding the recommendation that the Department establish closer relations with the ISR, this is a need that the current chair of the Department and the director of ISR recognized and have been developing. Greater communication has been established between the Department and ISR, and they have undertaken joint projects, including a Working Papers Series. In addition, the Department appointed Dr. Aki Roberts as a research assistant professor (now a visiting assistant professor) at a .67 FTE. Part of her time is committed to teaching in the Department (a 2-1 load), and part involves writing and administering grants at ISR and publishing articles based on the receipt of those grants.

## SECTION II: DEGREE PROGRAMS AND CURRICULA

### A. Undergraduate Sociology Major

#### I. Educational objectives:

The Department established three primary educational objectives and goals for its undergraduate majors to accomplish before graduation: theory, methods and disciplinary knowledge. The following objectives and goals are described in greater detail in Section V: Student Performance Measures (pg. 41) which includes methods for assessment:

1. **Sociological theory** with the goal that majors should understand the role of theory in Sociology.
2. **Sociological methods** with goals that majors should be able to determine the role of evidence and both qualitative and quantitative methods in the discipline, and to present sociological research findings clearly and effectively, and
3. **Sociological Knowledge or Disciplinary Content** with the goal that majors should know basic/core concepts in sociology.

In addition, it is important to acknowledge that, given the Department's mission statement and learning goals, much of the program operates through the independent action of individual faculty members. The model operating in most academic sociology departments is a decentralized one where individual faculty are responsible for all the course material presented as well as the selection of texts and assorted items. That highly decentralized model places responsibility on individual faculty members and provides the faculty member with extraordinary autonomy. Such a model is what attracts most sociologists to academic careers.

The objectives of our undergraduate program are rightfully represented in the objectives of each of the faculty members in his/her classes, recognizing that appropriate variation in expressing the shared objectives should be apparent and applauded in an academic setting. Along with consensus and diversity in objectives should come diversity in assessment in obtaining those objectives while representing diverse efforts at reaching common themes. UNM's Sociology Department has used the autonomy and diversity sought in academic settings to reach common and diverse goals in classes and in education in sociology/social science.

In this light, the educational objectives of the Department's sociology and criminology majors (and sociology, criminology, and social welfare minors,) are appropriately expressed as accomplishments at the micro level of the classroom. Opening statements and course descriptions on syllabi provide faculty conceptions of educational objectives for each course. Nevertheless, there are some basic congruities in educational objectives in the content of specific course areas.

Thus, for example, the course descriptions of our introductory Soc. 101 course tends conveys to students the notion of the "sociological perspective," or the proverbial "sociological imagination." In addition, instructors emphasize the role of theory and how theoretical orientations can be applied by students to their own social worlds, or the "society" they readily encounter it in their everyday lives. Finally, Soc. 101 invariably focuses on the "basic concepts of academic sociology," the classic ones being socialization, deviance, inequality and stratification, culture, social control, race, class, gender, power, and capitalism. Soc. 101 meets the learning objectives that have been established by the State Department of Higher Education,

included in the New Mexico Lower Division General Education Common Core Curriculum: Area IV: Social/Behavioral Sciences (see Appendix, Table 17: New Mexico Social and Behavioral Competencies).

The theory sequence in the sociology major conforms to the approach that the discipline largely defines for theory in general. There is, for example, the distinction between “classical theory”– the theoretical traditions that were set out by the founders of sociology– and “contemporary theory”-- or theory that is more current. This is rough distinction, useful in a quite general way for familiarizing undergraduates with the notion of “sociological theory.” Classical theory is generally concerned with “society” as a macro-logical “system.” Soc. 371: Classical Sociological Theory, is usually broken down into the “consensus” theory (Durkheim), and the “conflict” school (Marx, Weber). The senior-level classical sociological theory course is usually organized as a survey of selected paradigms, one typical syllabus focusing on four theoretical schools: functionalism, symbolic interactionism, neo-Marxism, and French structuralism/post-structuralism. As the syllabus explains, “The emphasis of the course is on understanding the basic assumptions of each theoretical school, and exploring the points of contradiction and complementarity among them.”

Theory also figures in the way courses in substantive (elective) areas are offered; however, these tend also be heavily “empirical” in presentation. See, for example, the content of one typical section of Soc. 216: The Dynamics of Prejudice, a course that begins by asking, “How can we understand race, class, gender, sexual orientation, and disability as social facts? How can we understand the social processes that create categories of race, ethnicity, gender, sexual orientation, and class? How are groups of people named, aggregated, dichotomized, stigmatized and translated into systems of inequality? How can oppressive processes be interrupted and redefined to eliminate human oppression? This class is an introduction to the origins of oppression and discrimination in a variety of social domains.”

The three required methods courses represent a step-wise progression toward increasing technical training. A typical syllabus course description for Soc. 280: Introduction to Research Methods, poses the elementary questions: “What is social research and what are the various methods social researchers employ?; What are researchable questions? How does one read published research? How do sociologists write research proposals?” Soc. 381 (Sociological Data) Analysis is typically described as covering descriptive statistics (means, variances and correlation coefficient), inferential statistics used to help in making decisions about social phenomena, and probability. “At all times,” the syllabus states, “the integration of theory, hypothesis and data analysis and the presentation and interpretation of results, is emphasized.” Soc. 481: Research Methods in Sociology is heavily weighted toward statistical analysis with the use of real data sets, and includes a break-out lab section for specific application of statistical techniques using SPSS.

## 2. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives.

Currently course-embedded assessments via papers and other assignments provide measurable student outcomes, and particular courses or combinations of courses with papers or research, though not tied directly to assessment, are designed to provide a gauge of student knowledge and skills to meet the learning objective. Until the proposed assessment model (see

Section Vb) is fully adopted, the prevailing mechanisms for assessing effectiveness lies in the semester, and final examinations, for particular courses. A few instructors have developed their own tools in their course that are independent of standard assessment procedures, but they are neither standardized, nor has the Department instituted a policy requiring instructors to do this.

However, when called for, the Department will hold assessments of certain areas using its e-mail Listserv. There was a recent example of this option. An area of external assessment concerns the failure (loss) rates of Soc. 101. As Appendix, Table 2 shows, the Department had been seeing a steady increase in the pass rate to 84.2% in Fall of 2003. However, the rate dropped dramatically to 64.2% in Fall of 04 and 64.8% in Fall 05. The department chair coordinated an e-mail conference on this finding, soliciting comments, opinions, and theories. An enthusiastic discussion among Department teaching stakeholders (faculty, graduate students, and adjunct instructors) resulted. A number of possible reasons were given for the sudden rise in 101 failures, including: (1) an immediate increase in the size of 101 classes, or a rise in the number of high enrollment 101's; (2) a rash of graduate students teaching Soc. 101 for the first time; (3) a trend of instructors with a form of address which ends up alienating some students, particularly the more marginal ones; (4) instructors are holding to higher performance standards (including attendance, taking good notes, completing reading assignments); (5) a discrepancy in the way that the data were collected compared to the past.

Recent investigation by Professor Richard Coughlin, in collaboration with Joel Nosoff of the University's Office of Institutional Research, finds that the sudden shift in those two semesters was attributable to two graduate instructors whose failure rates in high-enrollment 101s were extraordinarily high. One of those students has since left the Department. The one who is still in the program had admitted in the email discussion that he might have had something to do with the statistic. As a result of this experience, the faculty members in the Department will discuss at this fall's retreat the possibility of developing an instructor's training program for graduate students being given responsibility for teaching Soc. 101.

3. Changes that have occurred and that are planned based on the results of those assessments.

A high loss rate grates against the policy of the Provost and the UNM Strategic Plan, which calls for improving UNM's overall graduation rate. The Department is working with Student Services Center at University College to address the problem. These discussions will take into consideration various recommendations for addressing the issue that were submitted by the participants in the department e-mail discussion, to include (1) adding discussion sessions to the large 101's; (2) adding more sections of 101 to reduce class size; (3) having the Department provide a teaching orientation for instructors of 101; (4) conducting a comparison with peer departments to determine whether or not the problem extends beyond our department; (5) having instructors be more dutiful about dropping students who do not attend class, rather than leaving them on the books throughout the semester.

4. Internships, experiential learning, and/or community outreach, if applicable.

Department instructors, faculty and graduate students, participate in freshman learning communities sponsored by University College called Freshman Academic Choices (FAC) program. These courses involve two instructors sharing the same section of students with defined themes approached from different disciplines. Some sections are designed for incoming



freshmen who score toward the low end of acceptable admission standards. These students receive supplemental instruction as part of their FAC. University College reports a high success rate for these special sections with pass rates equal to regularly enrolled students. Second semester courses, or the Experiential Learning Communities (ELC) are aimed at providing experiential learning in various disciplines including sociology (i.e., Dynamics of Prejudice) and the College of Education (i.e., Teacher Training). Sociology courses which have been offered under the FAC Freshman Learning Communities are 101 and a special Peace Studies seminar under Soc. 398 (Special Topics in Sociology).

5. Analysis of information provided by the OIR and OGS relative to each degree program.  
(See the analysis of the OIR and OGS data in Section V: Student Profiles).

6. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs).

While some Sociology courses can fulfill requirements in other departments, no actual “collaborations” per se occur between the department and other units to sustain a separate degree/certificate program.

7. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program’s educational objectives.

The primary extracurricular activities for sociology majors occur as part of the Sociology Honors Program. Sociology honors students present the findings of their theses at the annual Sociology Honors colloquium, held in the department. The presentations at this event are a warm-up for their presentations at the Pacific Sociological Association annual meetings. The faculty sponsor of Sociology Honors, currently Associate Professor Jane Hood, serves as the organizer and guide for these activities.

The McGee Award is the department’s annual prize for the best papers written by a sociology or criminology Major. The winner of the McGee Award is recognized at the annual Sociology graduation convocation.

The Department also offers a Minor in Social Welfare. As the UNM Catalogue (p. 286) states, it is “designed to accompany a major in criminology, political science, economics, psychology and disciplines other than sociology.” Sociology majors with a strong interest in social welfare and related topics are encouraged to pursue the Human Services & Policy Concentration that is also offered as part of the sociology major. The social welfare minor requires at least 21 hours and a set of core courses including 101 200 (Foundations of Social Welfare), 300 (Social Welfare: Policies and Programs), and 400 (The Welfare State). Students may select electives from 17 different sociology courses, as well as courses from Anthropology, Economics, Political Science, and Psychology.

## **B. Undergraduate Criminology Major**

### 1. Educational objectives.

Since the Department shifted the original criminal justice program to a more academic criminology focus, many of the same points made above with regard to educational objectives in the sociology major apply here. In one distinction, the criminology courses tend to be more

specifically explanatory. This is clearly demonstrated in the title of one of our core criminology courses, Soc. 312: Causes of Crime and Delinquency. As random examples drawn from syllabi note, the course is designed to have students “think, talk, read and write about criminal behavior.” It is usually organized around specific explanatory questions: “How is crime defined?,” “How is crime measured?,” “How is criminal behavior distributed across individuals and geographic areas?,” and, “What sociological and criminological theories can explain these patterns of distribution?,” “Why some people are more likely to engage in crime than others,” and, “Why crime rates vary over time and space and across social groups.”

A significant portion of the students who major in criminology do so as part of their professional career aspirations in the field of criminal justice, corrections, criminal investigation, probation, youth counseling, etc. These students take the same required courses as more academically inclined student who may be more apt to apply for a criminology or criminal justice graduate program. In the Department’s logic, professionally directed students are well served by a program that emphasizes broad exposure to abstract conceptualization, theory, research, and methods of social inquiry.

2. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives.

Oversight of the criminology major is provided by the Criminology Task Force, composed of those faculty who teach criminology courses. The Task Force periodically reviews the content of the courses taught in the criminology major by graduate students and part-time instructors for academic quality control. It also monitors the number of courses taught to ensure that the demand for required and elective courses in the major are being met. The “tool” for conducting such assessments can be described as a synergistic discussion among interested parties, resulting in solutions by consensus.

3. Changes that have occurred and that are planned based on the results of those assessments.

The Criminology Task Force faculty have determined that some level of special teaching training needs to be provided to graduate students and part-time instructors to ensure that the criminology courses are both organized according to academic standards and informed by the latest, or cutting edge, research in the sub-areas of criminological research. This issue arises in particular for graduate students who teach criminology courses for the first time, and for part-timers whose degrees may not be in a sociological, or criminological, discipline. In addition, the Task Force has instituted some revisions of the criminology major (including a reevaluation of requirements and who should teach the criminology courses) to reflect recent trends in the field.

4. Internships, experiential learning, and/or community outreach, if applicable.

Within the Department, the undergraduate curriculum includes Soc. 488: Field Observation and Experience. The criminology faculty utilize the internships extensively. Students are encouraged to participate in sociology and criminology internship programs. They are generally placed in agencies such as the New Mexico Children Youth and Families Department, Metropolitan Court, Albuquerque Police Department, the Federal Probation Office, the U.S. Marshall’s Service, juvenile probation offices, criminal law firms, and the Federal Prosecutor’s Office. The internship experience allows students to apply and synthesize what they

learn in the classroom with “real world” experiences in the criminal justice system. These experiences can prove invaluable by deepening intellectual understanding of the complexities of crime and justice and giving insight into potential careers in the field. In turn, the interns provide a public service to agencies that are often understaffed. As many job requirements in the criminal justice field include a certain amount of working experience, these positions serve multiple purposes in bridging academia with professional training.

5. Analysis of information provided by the OIR and OGS relative to each degree program.  
(See the analysis of the OIR and OGS data in Section V: Student Profiles).

6. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs).

While some criminology courses can fulfill requirements in other departments, no actual “collaborations” per se occur between the department and other units to sustain a separate degree/certificate program. In one important connection to the University’s general curriculum, both Soc. 101 (Introduction to Sociology) and Soc. 225 (Marriage, Family and Their Alternatives) meet the New Mexico Lower Division General Education Common Core Curriculum (Area IV: Social/Behavioral Sciences).

7. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program’s educational objectives.

(See No. 7 in the discussion of the Sociology major above.)

### **C. Graduate Masters Degree in Sociology**

#### 1. Educational objectives

The primary educational objective of the training offered in the master’s degree program in sociology is to provide the overall preparation of students for eventual entrance into a Ph.D. program in sociology or a related field. Indeed, the preponderance of students who complete the program go on to Ph.D. programs in this department or others throughout the country.

A secondary objective is to develop the skills associated with advanced social research regardless of the professional path individual students in the program elect to take. Fostering critical and analytical thinking, as well as the technical aspects of conducting social research, rank paramount in this less comprehensive objective.

#### 2. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives.

Fundamentally, the assessment of the effectiveness of the master’s program in meeting its educational objectives occurs on an individual basis in the evaluation of student performances in seminars, theses, and master’s papers. (Unlike the Ph.D. candidates, M.A. students do not take a comprehensive examination.) While there are norms, theories, and methods that each student should acquire as he/she progresses through the program, there is no rigid system upon which to test student knowledge. Nevertheless, the aggregate effect of cohorts going through, and fulfilling, the curricular requirements testify to effectiveness to a certain degree.

The faculty chair of the graduate committee is charged with maintaining oversight of student progress. He, or she, coordinates a yearly review meeting of graduate students attended by all faculty to assess student performance and prospects for completion of the degree in a timely fashion. The chair is assisted by the general discussion among faculty which opens students up to scrutiny by the faculty, but in particular by the chairs of the various thesis committees. Upon completion of that exercise, students are sent a letter outlining each of their standing in the department and what he or she needs to do to keep on the time-table that the Department considers fair for completion of all requirements. This process yields an important element of quality control, as all aspects of the program, including defense of theses, etc., are discussed.

Indirect assessment of program effectiveness is gleaned from knowledge of where our M.A. students go upon graduation. While the Department has yet to systematize a data base on the question of where our MA students go upon graduation, an informal tally shows the following. Of 46 students who received the MA between 1995 and 2006, 39 went on to a Ph.D. program and two were accepted to law school. Given our primary educational objective in the master's degree program of providing the necessary preparation for entrance into a Ph.D. program, this would indicate a high degree of effectiveness.

### 3. Changes that have occurred and that are planned based on the results of those assessments

Changes to the M.A. program occur when problem areas emerge and are identified. This way of responding to issues seems to be working well. For example, applied or professionally inclined, as distinct from academically motivated, M.A. students recently registered the concern that the thesis system did not entirely suit their needs. As a result, the Department instituted the so-called "professional paper" which students may take as an alternative to the thesis. Clearly, the Department needs to address systematic data collection on information such as where our Master's degree students go upon graduation. This objective has been instituted since the need for it was highlighted by the current academic review.

The faculty recently approved the establishment of a master's degree in applied sociology. This reflected in part the considerable work that one faculty member in particular conducted in this area. When this faculty member, Dr. Paul Steele, unexpectedly retired, the Department had to withdraw this program because no one else had the expertise to administer it.

### 4. Internships, experiential learning, and/or community outreach, if applicable.

While the M.A. curriculum does not include any formal experiential and/or community outreach programs, many of the students bring to the Department an interest in such activities. Some students perceive civic engagement as an important supplement to their academic studies; others engage in the sorts of activities as are consonant with their thesis or dissertation research; for example, students with an interest in the sociology of education participating in counseling programs for youth, or a student working on domestic violence volunteering to assist community programs dealing with such issues. Faculty are generally supportive of such activities, as these kinds of community connections strengthen student commitment to their academic interests.

### 5. Analysis of information provided by the OIR and OGS relative to each degree program. (See Student Profile Section)

6. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs).

The department collaborates with the Latin American and Iberian Institute. At LAII students must select two disciplinary concentrations from the social sciences or humanities (12 credit hours each) in order to complete their program of study. Students concentrating in sociology are advised by selected members of the Sociology faculty on their program of study, generally including the sociology courses on Latin America and "electives."

Graduate students from other disciplinary fields, not only within Arts & Sciences, but including education, community and regional planning, and the health sciences, are attracted to sociology graduate seminars. For example, students in education take our courses on race and ethnic relations, and public health students frequently enroll in our medical sociology seminars. Our research methods and comparative courses also bring in students from non-sociology fields. The participation of such students adds an element of cross-disciplinary, interdisciplinary, and multidisciplinary flavors to our course offerings and sociological discussions

7. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program's educational objectives.

The Sociology Graduate Student Association (SGSA) conducts the department's speakers series. The series organizes talks given by faculty and graduate students in the Department, and it also includes one major outside speaker a year as well. The SGSA elects two representatives who attend the monthly meetings of Graduate and Professional Student Association meetings. These officers represent the interests of the sociology graduate students to the GPSA, as well as relaying GPSA information to the SGSA. They also coordinate sociology student participation in such GPSA activities as funding projects and lobbying the legislature.

The SGSA also takes it upon itself to put on social activities for the Department such as parties to open and close each academic year, and sometimes during the holiday inter-session. These have proven to be important for maintaining extra-curricular cohesion, although faculty participation varies from year to year.

The Department is able to provide support for graduates students, both M.A. and Ph.D., to participate in sociology and criminology association annual conferences. The sole requirement is that they have a paper accepted for presentation. Students will primarily attend the Pacific Sociological Association, the American Sociological Association, the Society for the Study of Social Problems, or the American Society of Criminology. A typical year will see 5 to 7 of our students attending such conferences.

## **D. Graduate Doctorate Degree in Sociology**

### 1. Educational objectives

The primary objective in the Ph.D. program is to train advanced graduate students for careers in higher education or social research. The thrust of the program is academic, emphasizing sociological theory, skills in research methods and expertise in selected substantive sociological areas. The Department strives to maximize opportunities for Ph.D. students to teach their own courses. Students are socialized into the cultural, as well as the intellectual, side of the

profession. The aim is to produce well-rounded professionals to assume faculty positions in the discipline of sociology.

A secondary aim is to prepare students to participate as advanced researchers in research institutions of various sorts. This is accomplished by giving as much hands-on experience working in faculty grants and grants run out of the Institute for Social Research.

2. Methods and results of assessment of the effectiveness of the program in meeting its educational objectives.

As would be expected, the requirements for completing the Ph.D. are of greater scope than those in the Master's program. The assessment of its effectiveness in meeting its educational objectives takes in performance on comprehensive examinations and dissertations. Faculty evaluation of the dissertation is the most in-depth scrutiny of graduate student performance.

One measure for assessing graduate student teaching is teaching awards. In the last five years, 5 graduate students have been nominated by the department for the College of Arts and Sciences' Gunter Starkey Award for teaching Excellence, or the Center for the Advancement of Scholarship in Teaching and Learning teaching awards (for the names of those students from the Department who have won these awards, see Section D of Part V: Student Performance Measures).

3. Changes that have occurred and that are planned based on the results of those assessments.

As a result of a general evaluation, shortly after the previous academic review of the graduate program, of how well Ph.D. students were becoming proficient in methods the faculty graduate committee, with the chair of the committee in charge, recommended that Soc. 582 (Advanced Social Statistics II) be added to the methods requirement.

4. Internships, experiential learning, and/or community outreach, if applicable.  
(This questions was largely addressed in relation to the master's program.)

5. Analysis of information provided by the OIR and OGS relative to each degree program.  
(See the Section V: Student Profile).

6. Collaborations with other UNM academic units leading to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs).

The main degree collaboration we have is with the Latin American and Iberian Institute. There, students must select one specialization in a field from the social sciences or humanities (30 credit hours each) and a minor specialization (15 credit hours) in order to complete their program of study. Students concentrating in sociology are advised by selected members of the sociology faculty on their program of study, generally including the sociology courses on Latin America and "electives." Collaboration with faculty outside of sociology also occurs on dissertation committees where one outside member is required.

7. Extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) related to the program's educational objectives.

Most of the activities described for the M.A. program above apply to the Ph.D. One difference is that the Department approved the recommendation of Ph.D. students that they have representation on faculty search committees. This has proved an important training activity for those students selected to serve on such committees over the years.

### SECTION III: INSTITUTIONAL CONTRIBUTIONS

The Sociology Department is engaged in the general academic mission and goals of the College of Arts & Sciences, and the University at large. It does so by making several contributions to other academic programs at UNM.

- The UNM Extended University coordinates distance education programs for students throughout the state, utilizing traditional face-to-face teaching, as well as a variety of technologies, including televised programming via satellite, ITFS, or video conference applications, correspondence courses, and Internet on-line courses. Courses that have been taught on-line by Sociology instructors recently include the core criminology sequence, as well as upper division theory. In addition, Sociology contributes to the instructional programs at Kirtland Air Force Base, including medical sociology. The UNM West campus in Rio Rancho frequently requests such courses as 312, 313, 205, 421, and 412. These include summer school programs.
- Citing as “its primary responsibility the task of serving the citizens of the State by offering opportunities for higher education” (The University of New Mexico 2006-07, 605), UNM operates four branch campuses (2-year colleges) in Gallup, Los Alamos, Taos, and Valencia County. As the UNM Catalog states, these campuses “provide academic and vocational training leading to certificates, associate degrees and transfer to baccalaureate programs. Additionally, the University offers graduate and upper division programs in Santa Fe, Los Alamos, Gallup, and Taos” (ibid.) Sociology offers a wide range of courses at the branches, including sections of 101, 205, 211, 213, 216, 280, 312, 313, 345, 398, 414, 416, and 424.
- The Core Curriculum is required of all candidates for baccalaureate degrees across campus. Soc. 101 ( Introduction to Sociology) is included in Core IV: Social and Behavior Sciences. Currently, Asst. Prof. Nancy Lopez is participating in the Core Curriculum Task Force to help develop a diversity requirement in the Core Curriculum program.
- Undergraduate Sociology courses are cross-listed with courses, or fulfill requirements, in several other programs and departments in the College of Arts & Sciences, including Women Studies, American Studies, History, International Programs, Political Science, Latin American Studies, Peace Studies, Latin American Studies, and Religious Studies. In the College of Education, sociology courses meet core requirements in the Department of Family Studies, including Soc. 200 (Foundations of Social Welfare) in the Human Services Major in the Department of Family Studies. In the School of Architecture and Planning, Soc. 300 (Social Welfare: Policies and Programs, Soc. 400 (The Welfare State), Soc. 326 (Sociology of New Mexico), Soc. 416 (Dynamics of Prejudice) and Soc. 428 (Sociology of Mexican Americans) are offered as meeting general requirements for the Community Planning Emphasis in the Department of Community and Regional Planning
- Graduate courses in Sociology contribute to the Interdisciplinary Supporting Area for graduate programs in the College of Education’s Department of Organizational Learning and Instructional Technologies. M. A. students in Latin American Studies can also select sociology as one of the two major concentrations. The sociology concentration includes



ten sociology seminars related to Latin American sociology. LAS Ph.D. students may select sociology as their primary or secondary concentration.

- Sociology courses fulfill requirements for several majors and minors, including Soc. 428 (Sociology of Mexican Americans) in Language Literacy and Cultural Studies, and Soc. 308 (Sociology of Gender) in Women Studies.
- Sociology instructors participate in University College's Freshman Learning Communities (FLC) program, which offers small-group seminars for selected groups of first year students.
- Associate Professor Roberto Ibarra is studying the impact and effectiveness of the FLC program with research funds provided by the Ford Foundation.

In addition, the Department is preparing for possible collaborations with units from across campus, including

- a shared instructional curriculum with the Health Science Center's Masters in Public Health program;
- participation in the Robert Wood Johnson initiative in Latino health policy (a cross disciplinary project with political science, economics, and the health science program in general intended to create a \$10.5 million institute, which could lead to another tenure-track faculty line in the Department);
- evaluation of the Rural Health Interdisciplinary Program in the Health Sciences by Associate Professor Ibarra and Dr. Marie Clevenger with Ford Foundation research support.

Finally, Ibarra is waiting approval for a proposal submitted to the Alfred P. Sloan Foundation for a grant to assist and evaluate the development and implementation of new pedagogical teaching techniques for teaching undergraduate mechanical engineering courses in the UNM College of Engineering. the project is also involves other Sociology faculty and a recent Ph.D. in the Department.

## SECTION IV: STUDENT PROFILE AND SUPPORT DATA

### A. Undergraduate Programs

#### 1. Application, acceptance, and enrollment numbers:

Data provided by UNM's Office of Institutional Research (OIR, Appendix, Table 1) show that between 1996 and 2005 a total of 5687 undergraduates declared criminology and sociology as their majors.

Responsibility for admission to all majors in the College of Arts & Sciences rests with the College's Advisement Center. (Requirements for admission into the College are set by the College.) The sole requirement for acceptance into both the sociology and criminology majors is a 2.25 overall GPA.

#### 2. Persistence and graduation/completion rates

Rough OIR data on persistence rates for sociology majors is provided in Appendix, "Student Outcomes, Fall 1996 to Fall 2005, Table 4a." One of the things they indicate is that, on average, 46.6% of the students who were Year 4: Senior Sociology Majors in Academic Years 1996 to 2005 actually graduated in that year.

#### 3. Time to degree

(Time to degree data from the OIR are not available.)

#### 4. Financial support to students

OIR and Arts & Sciences data combined (Appendix, Tables 5, 6, 7) show that among the 799 sociology and criminology students in Fall 2005, 451 received University financial aid. The aid consisted of grants, jobs/work-study, loans and scholarships. Because the total number of awards is 745, it appears that most, if not all, students who on financial aid are receiving more than one type of grant. It is well to note that 34% (255/745) of the awards given were in some form of scholarship, while 34% (254/745) involved loans, most likely from external sources. These financial aid packages are provided by the Student Services program of the University. The only forms of financial aid provided by the Department are the annual McGee Award for the best student paper by a sociology or criminology major (ranging from \$200-\$600), and Sociology Honors which provides travel resources for presenting papers at sociology conferences, and the purchase of the ENDNOTE software package.

#### 5. Other relevant measures

(For a complete statistical description of the sociology and criminology students, see Appendix, Tables 1-7).

#### 6. Current and desired student demographics

At 47% and 48% respectively, white non-Hispanics formed the plural demographic for degree recipients in criminology and sociology from 1996 to 2005. Hispanics were 38% of both the criminology and sociology majors. This average is virtually the same as the proportion of students who are Hispanic at UNM, 36.8%. Lagging in absolute terms by substantial margins

were African Americans/blacks (6% of criminology, 4% of sociology). The Native American percentages (6% and 7% of criminology and sociology respectively) are close to the rate of Native American students on campus, 6.9%. Asian/Pacific Islanders were 1% and 2% of criminology and sociology graduates respectively.

The clear majority of students receiving the B.A. in sociology and criminology between 1995 and 2005 were women. Fifty-nine percent of sociology and criminology graduates combined were women (671/1139). Of the 412 students who received the degree in sociology between 1995 and 2005, fully 69% were women (283/412). Of the larger ethnic groupings, 73% of the white non-Hispanic graduates were women (143/196), and 67% (104/155) of the Hispanics were women. (African American/Black =56%, 9/16; Indian=75%, 21/28; Asian/Pacific Islander = 86%, 6/7.)

Fifty-three percent (388/727) of women who earned the criminology BA in the previous ten years were women. Of that total, 55% of white non-Hispanic (188/343), and 56% of Hispanic (156/278) were women. 38% of African American/Black (16/42), 56% of Native American/Indian (25/45), and 30% Asian/Pacific Islander (3/10) were women.

#### 7. Significant enrollment trends

In the last decade, the Department saw a remarkable growth in interest of criminology and sociology. In 1996, 482 undergraduates declared criminology and sociology majors. In 2005, that number had grown to 800. While part of this trend relates to increases in general enrollment in the University, it is also indicative of student interest in social issues and sociological themes. More specifically, the rise in criminology appears the most important factor. In the 1990s a total of 3722 students declared criminology as their majors (combining students in Arts Sciences and University Studies). In 1996, there were 294 declared criminology majors while in 2005, it rose to 556. Meanwhile, in that same span, 1965 students had declared a sociology major. In 1996, 188 students were sociology majors, while in 2005, it had risen to 244. Clearly, the criminology program has driven increases in undergraduate student credit hours and majors in the Sociology Department.

#### 8. Recruitment, admissions, retention, & advising, as related to the above

Department staff and faculty participate in recruitment fairs and activities organized by various units on campus, including the College of Arts & Sciences. Information on the majors is also provided to the high schools. Admissions to the majors takes place at the College level. Students who meet minimum general requirements to enter the College are automatically accepted to the major(s) of their choice. In this sense, it could be said that the rate of enrollment is market-driven. Retention services are offered in various campus programs including ethnic centers, and such initiatives as the Freshman Academic Choices in University College. The Department provides a staff academic advisor (Karen Majors) who provides advisement in the areas of requirements, pre-requisites, and suggested course plans, as well as referring students to other service units as appropriate. The chair of the faculty Undergraduate Committee (George Huaco) takes responsibility for administering student petitions for course waivers and substitutions. Individual faculty are occasionally called upon to provide advisement for students with special issues or plans for academic careers. Finally, part of the chair's duties include

serving as the point of communication for students who have complaints to make regarding instructors. If the issues are not resolved at the departmental level, the UNM *Pathfinder* sets out procedures for appeal to the College of Arts and Sciences and the Dean of Students.

#### 9. Effectiveness of the unit's support services for students

Anecdotal evidence suggests that the Department is providing the kinds of support services to undergraduates that helps them succeed. Individual faculty are aware of students who have gone on to graduate programs at the University of Chicago, the University of Wisconsin at Madison, the University of Michigan, University of Washington, New York University, and various other highly ranked institutions around the country. As an indirect measure of "outcomes," the chair regularly receives communications from students who are on their way to such places praising the advisement they have received from their faculty mentors. According to the department's recent *Survey of UNM Students Majoring in Sociology/Criminology*, Spring 2006 (see Appendix, Survey), 37% of the graduating majors surveyed (n=41) said that they were "very satisfied" with the quality of their undergraduate advising and 44% indicated they were "somewhat satisfied" with their advising experience. Compared to a national pool of sociology majors from doctoral degree granting programs, the ASA respondents (N=more than 800) indicated that 47% were "very satisfied" with the quality of their undergraduate advising. The report commented that in general, most students surveyed tended to lower percentages of satisfaction with quality of undergraduate advising regardless of the type of school being surveyed.

If accepted by the Department faculty, the proposal for a survey to systematically track learning outcomes among sociology and criminology majors (detailed below in Section V), will include questions having to do with student evaluations of the Department's support services.

### **B. Graduate Programs**

#### 1. Application, acceptance, and enrollment numbers:

OIR statistics (Appendix, Table 3) show that between 1996 and 2005 Sociology had a total of 167 students in its Master's degree program (16.7/year), and 277 students in the Ph.D. program (27/year). We had an average of 44.4 students enrolled as graduate students per year.

The average number of applications in the Fall application season is 25. Of these 10-12 are usually accepted. The Spring application season generates 3-5 applications, with 0-3 of these accepted on average. The Graduate Committee's practice in making admissions decisions is to take an applicant's overall qualifications into consideration. A score below 450 on the Graduate Records Examination math section will trigger a discussion among Committee members about the risk of not passing the Soc 581 statistics course. In such cases, compelling evidence in the file of the ability to complete the program is likely to lead to acceptance.

#### 2. Persistence and graduation/completion rates

Rough OIR data on persistence for graduate students are reported in Appendix, "Student Outcomes, Fall 1996 to Fall 2005, Tables 4b and 4c." One of the things indicated by Table 4b is that 15.75% of masters students dropped out or "stopped out" (on leave of absence) on average for Academic Years 1996 to 2005.

In addition to these data, we compiled data generated from department files. They show that of 51 students who finished, or would have finished, the MA degree since 1996, 41 of them did indeed finish (80%). The rate of completion for Ph.D. students is similarly high. Of 35 students who finished (or would have finished if they had not left the program for whatever reason) that degree since 1996, 25 of them did so (71%).

### 3. Time to degree

Using the same list of graduate students, we find that among 41 students who completed their M.A. degree since 1996, the average number of years to degree was 3.12. This is considerably lower than the time limit set by the Office of Graduate Studies (OGS), 7 years from date of admissions into the program. For 25 students who completed the Ph.D. degree since 1996, the average years from start to degree was 5.92. This would appear a favorable comparison to OGS's limit of 5 years from the date of passage of comprehensive examination (typically two years after entry into the Ph.D. program), although the basis for the comparison is not entirely firm.

### 4. Financial support to students

The department's primary forms of financial aid to graduate students is employment for work in the classroom. Graduate assistantships (G.A.s) are given primarily to Master's students. GA's provide assistance to instructors-of-record in large enrollment courses. Regular teaching assistantships (TA's) allow Ph.D. students to teach regular sociology and criminology courses. The Office of Graduate Studies grants the department 14 "full-time" (20 hr./wk) assistantships per semester. (Monies from the part-time teaching fund can be applied to teaching assistantships.) "Regular" GA and TA awards include health insurance benefits and tuition waivers. TA's funded by "special" funds (from contingent faculty monies) include the insurance benefit but not the tuition waiver.

The department disburses the awards in any combination of "half-time" (10 hr./wk) and full time positions as required by department teaching needs and number of graduate qualified students. Applicants who are accepted into the graduate program are usually awarded a half-time assistantship. The more promising ones are often given a three-fourths award. Once in the program, a student can receive a higher number of GA hours. However, if a student is not progressing satisfactorily, he/she may have their number of GA hours reduced.

OIR figures (Appendix, Tables 5, 6, 7, 8) show 28 (of 42) graduate students in Fall of 2005 received financial aid. Fourteen were given GA's and 9 TA's (in addition to 4 Project Assistantships, and 1 Research Assistantship). The figures have seen some fluctuation in the previous ten years. In 1996, we had 16 GA's, but only 7 in 1999 (when there were 11 TA's awarded) and 6 in 2002 (with 14 TA's). These patterns are determined by a combination of graduate student enrollments and available funds.

### 5. Other relevant measures

A cursory examination of the American Sociological Association's *2006 Guide to Graduate Departments in Sociology* shows the financial aid package provided by UNM's Sociology Department in line with those offered by the sociology departments of UNM's

According to the ASA national survey, sociology majors attending doctoral institutions compared to those who attended bachelors or masters-only institutions, had the least chance of participating in activities that increase majors' abilities to apply their learned concepts and skills to networking and learning more about the profession. In general, this holds true for UNM sociology majors too, so that percentages of those students participating in these activities as part of the major at UNM are generally low overall. This is not a reflection on the Department per se, but may be a reflection of the culture of the discipline at doctoral institutions in general. However, despite this pattern, close to half the UNM students indicate that they were offered these opportunities and, for unknown and likely various reasons chose not to participate. Indeed, for all categories, only about 10% to 20% of UNM respondents indicated they were never offered such opportunities (see Appendix, Survey, pg. 4). Between 50% to 60% of the UNM sociology majors surveyed indicated that they were offered but did not participate in internships, faculty mentoring programs, career-related mentoring programs, honors programs, and state, regional or national sociology meetings. Given the fact that 88% of the UNM students surveyed work between 10 to 40 hours per week, it is no surprise that they would tend to turn down or not participate in these activities to the extent that they would prefer. Given the lack of comparable data, it is difficult to determine whether the ASA students surveyed responded similarly.

**Section 6: Overall Satisfaction of Outcomes of Sociology program- UNM & ASA**  
(Questions # 6 & 7)

UNM Rank Order	<u>UNM</u>	<u>ASA</u>
	Very Satisfied %	Very Satisfied Rank & %
1. Overall satisfaction & experience	73%	1. 69%
2. Interaction with fellow majors	54%	6. 53%
3. The quality of teaching	51%	4. 61%
4. Ease in seeing faculty outside of class	51%	3. 63%
5. Getting courses needed to graduate	51%	5. 60%
6. Access to necessary technology	51%	2. 69%
7. Quality of undergrad advising	37%	7. 47%
8. Graduate School advising	19%	9. 9%

UNM sociology majors compared to the ASA students generally registered higher percentages on the questions of learned skills and concepts. Although more UNM students indicated a very satisfied experience in their program overall than ASA students, UNM students registered a lower percentage of being very satisfied with all the other components of their program compared to the nationally surveyed students. This pattern of responses needs further study for clarification.

Finally, 88% of the Spring 2006 UNM sociology graduates attended school full-time, five percent attended part-time and seven percent attended in a combination of both, the same percentages found for the total number of Sociology graduates attending doctoral institutions in the national ASA survey (see Appendix, Survey). While attending school, over 90% of the UNM

students surveyed worked between 10 to 50 hours per week and close to 70% worked between 10 to 30 hours per week, suggesting that academic attendance and work-load are major factors to consider for measuring student academic success at UNM.

Although many sociology students surveyed were undecided about the type of employer they would prefer to work for (24%), almost half of them chose "government" (44%) over private, non-profit (15%) and educational (10%). These data may be explained by a recent federal report from the *Partnership for Public Service* in Washington, D.C. which finds that in general, Hispanics "have a high interest in federal government career opportunities - more than any other racial/ethnic group" (Uyttebrouck 2006). Jobs such as language specialists, intelligence agents and foreign service officers may be attracting more and more students, including sociology majors, from campuses like UNM. In fact, UNM has been a special target for federal recruiting efforts according to the report. A recent campus survey of 583 UNM students found that "25 percent said they were 'extremely interested' in federal careers. Nationally, the figure is 20 percent" (ibid.).

Overall, the academic picture of the sociology majors graduating at UNM in Spring 2006 is not that much different than the sociology majors graduating from the 20 doctoral granting programs surveyed by the ASA in 2005. The high percentages of UNM students who perceive that they learned the basic concepts and research skills of the discipline, perhaps even better than the nationally surveyed students in some respects, is a positive reflection on the academic program completed by sociology/criminology undergraduate students at UNM.

The student survey we have devised is a valuable tool for gauging student outcomes and improving the undergraduate program overall. Based on survey responses, it is possible to conceive *A Model for Direct Student Assessment and Performance Measures*. The following are the three areas for assessment with proposed learning objectives, current and future methods of assessment, and potential indicators of success for undergraduate majors in our program.

a. Theory:

*Learning goal & objectives:* **Sociology students should understand the role of theory in Sociology.** Students graduating with a sociology major should be able to articulate the role of theory in sociology such that the student will be able to: (a.) define theory and describe its role in building sociological knowledge, (b.) compare and contrast basic theoretical orientations, (c.) show how theories reflect the historical context of times and cultures in which they were developed, (d.) describe and apply some basic theories or theoretical orientations in a least one area of social reality.

*Method of assessment:* Currently, course-embedded assessments via papers and other assignments provide measurable student's outcomes, and particular courses or combinations of courses with papers or research, though not tied directly to assessment, are designed to provide a gauge of student knowledge and skills to meet the learning objective. In the future, specific junior and senior level courses will require sociology or criminology majors to complete assignments or respond to exam questions that, tied to assessment, to demonstrate their facility in understanding both traditional and contemporary sociological theory.

*Indicators of success:* In each course or the program overall, students should be expected to adequately explain or demonstrate the following, and how many or how well they accomplish these determine their outcome:

- What is sociological theory?
- The value of theory in sociological study.
- Relate facts to a theory.
- Some of the main issues in sociological theory.
- Explain a particular theory/theorist.
- Logically support or refute a theory.
- Elaborate upon a theory.
- Propose new theories.

#### b. Methods

*Learning goal & objective (a):* **Sociology students should be able to present sociological research findings clearly and effectively.** Students will be able to express sociological ideas in a clear and coherent manner in both oral and written contexts.

*Method of Assessment:* Currently, course-embedded assessments via papers and other assignments provide measurable student outcomes, and particular courses or combinations of courses with papers or research, though not tied directly to assessment, are designed to provide a gauge of student knowledge and skills to meet the learning objective. In the future, Junior and Senior level courses will require sociology and criminology majors to present sociological research methods and findings to the class, using a template or checklist to record whether the student covered certain basic points, such as explaining the research question and clarity of presentation. Each student will be given a grade on this assignment, even if the presentation is only one part of the course grade, and the aggregate grades on the assignment for all of the classes taught in a semester or in an academic year could be used to assess the extent to which this learning objective is met.

*Indicators of success:* Students are expected to adequately explain:

- The scientific method.
- The difference between quantitative and qualitative data.
- The management of information.
- The retrieval of information.
- The analysis of information.
- Formulate a researchable hypothesis.
- Carry out a plan of research.
- Retrieve information (data collection/literature searches).

*Learning goal & objective (b):* **Sociology students should be able to determine the role of evidence and both qualitative and quantitative methods in the discipline**

Students graduating with a major in sociology should be able to a). identify basic methodological approaches and describe the general role of methods in building sociological knowledge; b). compare and contrast the basic methodological approaches for gathering data; c). design a research study in an area of choice and explain why various decisions were made; and d).



critically assess a published research report and explain how the study could have been improved.

*Methods of Assessment:* Currently course-embedded assessments via papers and other assignments provide measurable student outcomes, and particular courses or combinations of courses with papers or research, though not tied directly to assessment, are designed to provide a gauge of student knowledge and skills to meet the learning objective. In the future, specific Junior and Senior level courses will require sociology or criminology majors to complete assignments or respond to exam questions that are tied to assessment and demonstrate their facility in understanding research findings and methods.

*Indicators of success:* Students are able to:

- know the difference between a dependent and independent variable
- identify basic methodological approaches for gathering data
- understand and apply basic statistical tests sociologists often use
- calculate and interpret the percentages and bivariate statistics in a simple bivariate cross tabulation
- discuss ethical issues in sociological research.

### c. Disciplinary Knowledge/Content

*Learning goal & objective:* **Sociology majors should know basic/core concepts in sociology.** Students graduating with a major in sociology should be able to: a). define, give examples, and demonstrate the relevance of key concepts such as society, self, culture, socialization, stratification, social structure, institutions, social movements, social harm, crime, delinquency, and deviance; b). recognize the internal diversity and assess the extent of inequality of American society through key differentiations such as race or racialized groups, ethnicity, gender, age, disability, and social class.

*Methods of Assessment:* Currently, course-embedded assessments via papers and other assignments provide measurable student outcomes, and particular courses or combinations of courses with papers or research, though not tied directly to assessment, are designed to provide a gauge of student knowledge and skills to meet the learning objective. In the future, specific Junior and Senior level courses will require sociology or criminology majors to complete assignments or respond to exam questions that are tied to assessment and demonstrate their facility in understanding core sociological knowledge and perspective.

*Indicators of success:* Students should be able to:

- summarize existing knowledge, current questions, and important issues in at least three substantive areas of sociology.
- describe and explain continuing sources of social inequality
- describe the processes by which sociologists study society, social interaction, prejudice and inequality, crime, and human behavior.

### **M.A. and Ph.D. Graduates**

In the fall of 1999, the Department Graduate Committee, under directive of UNM's provost office, made an attempt at constructing some external outcomes measures for the graduate program. One component involved a telephone survey of students who had completed

their M. A. or Ph.D. degrees to track mobility, economic outcomes, and satisfaction of experience in the graduate program. One such survey was administered in 1999 among a sample of students who had graduated between 1995 and 1999. While the results were potentially useful for policy-setting and for giving some overview of outcomes for graduates of the M.A. and Ph.D. programs, the survey was discontinued primarily because changes could not be expected to be significant from one year to the next. Moreover, it was felt that for graduates, first placement after graduation was probably the best outcome measure. The results of this method of assessment is reported in another section of this report.

The Department also developed a series of questionnaires, to be filled out by relevant faculty members: Questionnaire # 1 was intended for use in the required course in sociological methods (Soc. 580), to be filled out for each sociology graduate student enrolled in this course by the faculty member teaching the course. Questionnaire #2 was for use in all required theory courses (Soc. 500, 513, 514), to be filled out for each graduate student by the instructor. Questionnaire #3 was for use in all required statistics courses (Soc. 581, 582, 583), to be filled out for each student by the instructor. Questionnaire #4 was for the required colloquium presentation, to be filled out for each student making a presentation by each faculty member attending the colloquium. Questionnaire #5 was intended for M.A. theses/Ph.D. dissertations, to be filled out for each student defending a thesis or dissertation by each faculty member on the student's committee. Questionnaire #6 was for Ph.D. comprehensive examinations, to be filled out for each student taking comprehensive exams by each faculty member on the student's committee. The plan called for the questionnaire responses to be analyzed each year by the Department's Research and Computer Use Committee. This plan was discontinued because it was felt that it did not do justice to the substantive goals for graduate learning.

The Department faculty will continue work on developing an adequate method for graduate student learning assessment. The proposal that the chair will suggest at the 2006 fall retreat is based on the rating sheets that the Office of Graduate Studies requires faculty committee members to fill out for each M.A. thesis and the Ph.D. dissertation. The scale calls for rating the thesis or dissertation on the basis of its substance, methodology, originality and style, each of which is evaluated as either, excellent, very good, good, fair, or inferior. The sheet also asks for an evaluation of the work as a whole using this same method. By collecting, collating, and statistically analyzing the data on these sheets across time, it will be possible to draw general inferences regarding the quality of work being completed by our masters and doctoral students.

In the meantime, following internal methods of assessment are identified based on the goals for M.A. learning cited above:

a. For achievement of basic competence in sociological methods and social statistics, and breadth of understanding of the fields of both classical and contemporary sociological theory, the assessment is contained in the required course work for the M.A.: (580, Research Methods; 581, Advanced Social Statistics I; 500, Classical Sociological Theory; 513 or 514, Contemporary Sociological Theory I and II).

b. For the ability to orally present ideas and data in a professional manner, the relevant requirement is the colloquium presentation required of all graduate students during their tenure in the Department.

c. For the ability to conduct sociological research on a topic of interest to the student, analyze the research findings, review the relevant sociological literature on the topic, analyze the research findings, write a coherent and well-written presentation of the project, and verbally present and discuss the research, assessment is contained in the relevant requirement of an M.A. thesis and related oral defense.

Based on the goals for graduate learning indicated above, the following methods of assessment were identified for Ph.D. graduates:

a. For acquisition of more advanced skill and competence in the range of sociological methods, and more advanced social statistics, as well as broader knowledge of both classical and contemporary sociological theory, the assessment is contained in the required course work for the Ph.D. (required in addition to those courses required for the M.A.): 582, Advanced Social Statistics II; an additional methods or statistics course of the student's choosing, and either 513 or 514 (whichever was not taken as part of the M.A. program).

b. For comprehensive knowledge of at least two sub-areas of sociology, and the ability to summarize and critically evaluate the relevant empirical and theoretical literature in these fields, assessment is contained in the relevant requirements: the required 12 hours of course work in substantive areas and the comprehensive examination, which tests mastery of two departmentally approved sub-areas.

c. For ability to conduct original sociological research which makes a significant contribution to the field, to write a well-written, book-length presentation of this research of publishable quality, and to present and discuss this research in a professional manner, assessment is contained in the relevant requirement: the dissertation and related oral defense of the dissertation.

## **B. Theses and Dissertations**

One measure of effectiveness in the doctoral program is publication of dissertation. Kate Hovey, Christine Rack, Cheryl Howard, Guillermo Grenier, William Robinson, and Lora Stone are Ph.D. graduates of the Department who have had their dissertations published by university or academic trade presses. A number of recent Ph.D. students (William Robinson, Jerry Daday, Gwen Hunnicutt, Gloria Vaquera, Wayne Pitts) have had peer reviewed articles published based on data from their dissertation work.

## **C. Student Awards**

In the previous ten years, the following students have received awards

- Christine Rack: Tom Popejoy Award for UNM's Best Dissertation, 1997.
- Colin Olson: Arts & Sciences Gunter Starkey Award for Teaching Excellence, 2005.
- Jerry Daday: Arts & Sciences Gunter Starkey Award for Teaching Excellence, 2003.

## **D. Placement of Graduates: Ph.D.s Since 2001**

Our sense of the effectiveness of the Ph.D. program is afforded through knowledge of first placement after graduation. In a rough approximation, it appears that of 34 students who graduated with a Ph.D. from the Department since 2005, 18 received tenure-track appointments in either research or teaching universities and colleges. Ten took non tenure-track teaching positions, four went to post-doctoral or other research programs, while three are in neither an

academic nor a research position. Research Extensive universities to which some of our graduates have eventually gone include the University of California at Santa Barbara (William Robinson), Penn State University (Andrea Hoplight), the University of Utah (Teresa Martinez), and the University of Nevada at Las Vegas (Michelle Hussong). As a modal outcome, our students tend to go to mid-sized institutions such as Florida International University, Western Kentucky University, the University of Memphis, New Mexico Highlands University, the University of North Carolina-Greensboro, and North Texas University, while another portion go to small teaching or liberal arts institutions such as John Carroll College (Ohio), Fort Lewis College (Colorado), and St. Francis College (Indiana).

## SECTION VI: FACULTY MATTERS

### A. Faculty Data Summaries: Number of faculty by rank, title gender, ethnicity, and race (Fall 2006)

1.0 FTE Faculty: 17 Tenure/Tenure-track

- 7 Full Professors (2 female, 6 male, 3 Latino).
- 6 Associate Professors (2 female, 4 male, 1 Latino).
- 4 Assistant Professors (1 female, 3 male, 1 Latina).

Full Professors:

- Beverly Burris
- Richard Coughlin
- Phillip Gonzales
- George Huaco
- Susan Tiano
- Nelson Valdes
- Howard Waitzkin

Assoc. Professors:

- Lisa Broidy
- Robert Fiala
- Jane Hood
- Roberto Ibarra
- John Roberts
- Richard Wood.

Asst. Professors:

- Nancy Lopez
- Christopher Lyons
- Andrew Schrank
- Tim Wadsworth.

Part-Time Tenured: One .25 FTE tenured associate professor (Arthur St. George) with appointment at the Computer and Information & Technology Center.

Affiliated Tenured: One 0.0 FTE full professor (Philip May) with 1.0 FTE at Center for Alcohol and Substance Abuse Addictions.

Visiting: One .67 visiting assistant professor (Aki Roberts).

Emeritus Faculty: 4 (all male)

Contract Instructors: 15 (11 female).

### B. Faculty Vitae

The following faculty vitae are abbreviated (2 page) documents highlighting accomplishments in the last five years. They are presented in alphabetical order by rank.

## PROFESSOR BEVERLY H. BURRIS

### EDUCATIONAL BACKGROUND

- 1976-1982 New York University, Department of Sociology  
M.A., 1979  
Ph.D., June 1982
- 1971-1972 Princeton University  
Undergraduate study, English and Sociology
- 1967-1970 Rice University  
Undergraduate study, English and Sociology  
B.A., June 1972

### AWARDS AND GRANTS

- 2004 Who's Who in America

### TEACHING EXPERIENCE

- 2001-present Professor of Sociology University of New Mexico  
Courses: Classical Sociological Theory, Sociology of Work,  
Sociology of Culture

### ADMINISTRATIVE EXPERIENCE

- 2004-present President UNM Chapter of American Assn. Of University Professors
- 2003-2005 Commissioner, New Mexico State Commission on Higher Education
- 2002-2004 President, UNM Faculty Senate
- 2005-2006 Associate Chair, UNM Sociology Department

### PUBLICATIONS

#### Articles

"Globalization and Its Discontents: Qualitative Research on the Second Industrial Divide." (Review Essay) Qualitative Sociology, Vol. 27 (1): 117-121, Spring 2004.

"Technocratic Teamwork: Mitigating Polarization and Cultural Marginalization in an Engineering Firm," in The Transformation of Work, S. Vallas (ed.), Vol. 10, pp. 241-262. New York: Elsevier, 2001. (with Gerhard Daday).

## **Book Reviews**

"The Critical Study of Work, Labor, Technology and Global Production: A Review." Work and Occupations, Vol. 30 (1): Feb. 2003.

"On Line and On Paper: A Review." Contemporary Sociology, Jan. 2001: 38-39.

## **CONFERENCE ACTIVITIES**

"Corporatization or Privatization?" Paper presented at the 2004 SASE Meeting, Washington, D.C.

PSA Session Organizer: "The Restructuring of Higher Education," April 2004. Paper to be presented: "The Selective Corporatization of Higher Education."

"The Effects of Teaming Structures on Race, Ethnicity, and Gender Differences in a High-Tech Corporation: A Case Study," paper presented at the 2002 ASA Meeting, Chicago, IL, August 2002 (with G. Daday).

"Beyond Neo-Positivism," paper presented at the 2002 ASA Meeting, Chicago, IL, August, 2002.

Workshop Participant, 2002 AAHE Meeting, Mt. Snow, VT: July 2002.

"Restructuring the Academy: Corporatization Reconsidered," Paper presented at the 2002 SASE Meeting, Minneapolis, MN, June 2002.

## **CURRENT TEACHING INTERESTS**

Sociological Theory, Classical and Contemporary

Sociology of Work

Sociology of Organizations

Social Stratification

Women and Work

Technology and Work

## **CURRENT RESEARCH INTERESTS**

Changes in the Academic Workplace

Contemporary Changes in Work Organization

Sociology of the Corporation

## PROFESSOR RICHARD M. COUGHLIN

### Educational History:

B.A. Magna Cum Laude 1970, Harvard University, Social Relations

M.A. 1972 and Ph.D. 1977, University of California, Berkeley, Sociology

### Short Narrative Description of Research, Teaching and Service Interests:

My research has focused broadly on the relationship between sociological, political, and economic forces in the United States and other advanced ("modern") societies. My main teaching interests have been in the social welfare minor program, which is housed in the Sociology Department. I have a deep and longstanding commitment to undergraduate education. I served as chair of the Sociology Department from 1985-1991 and again from 1996-2000. I have also chaired university wide committees in computing and, currently, faculty and staff benefits, as well as many departmental committees and task forces.

### Scholarly Achievements

#### Books Authored:

Coughlin, Richard M. *Ideology, Public Opinion and Welfare Policy* (Berkeley: University of California, Institute of International Studies, 1980).

Coughlin, Richard M. *The Conversion Factor* (New York: Manor Books, 1980).

#### Books Edited:

Coughlin, Richard M. *Morality, Rationality, and Efficiency: New Perspectives on Socio-Economics* (Armonk, NY: M.E. Sharpe, 1991).

Coughlin, Richard M. *Reforming Welfare: Lessons, Limits, and Choices* (University of New Mexico Press, 1989).

#### Articles in Refereed Journals (1999-2005):

Coughlin, Richard M. "Socio-Economic Inequality and Community: Implications for Communitarian Theory." *The Responsive Community* (Spring 2003): 42-57.

Coughlin, Richard M., Lockhart, Charles and Giles-Sims, Jean "Family Structure and Children's Needs: The Test Case of Moral Development." *Journal of Divorce and Remarriage* 29 (1999): 39-54.

Coughlin, Richard M. "The Spreading of Communitarianism." *The Responsive Community* (Summer 1999): 91-2.

#### Articles Appearing in Chapters in Edited Volumes (1999-2005):

Coughlin, Richard M. "Harold L. Wilensky." *American Political Scientists*. Glenn H. Utter and Charles Lockhart (eds.) Pp. 327-329. Westport, CT: Greenwood Press, 2002 [1993]. Revised and expanded version.

Coughlin, Richard M. "Albert O. Hirschman." *American Political Scientists*. Glenn H. Utter and Charles Lockhart (eds.) Pp. 121-124. Westport, CT: Greenwood Press, [1993] 2002. Revised and expanded version.



Coughlin, Richard M. "Convergence Theories." *Encyclopedia of Sociology, Vol. 1*. Edgar F. Borgatta and Marie L. Borgatta (eds.). Pp. 295-303. Macmillan, 2001 [1992]. Revised and expanded version.

### **Comments and Occasional Papers (1999-2005):**

Coughlin, Richard M. "Binary Economics and the Reform of Social Security." Occasional Paper, the Kelso Institute for the Study of Social and Economic Systems (San Francisco: Kelso Institute, 2000).

### **Book Reviews (1999-2005):**

Coughlin, Richard M. *Principles of Economic Sociology*, by Richard Swedberg, in the *Journal of Socio-Economics* (Fall) 2004

Coughlin, Richard M. "The Social Construction of Tax Policy: Review of Liam Murphy and Thomas Nagel's *The Myth of Ownership: Taxes and Justice*." *The Responsive Community* (Summer 2003): 22-25.

### **Conference Papers and Presentations (1999-2005):**

"Intergenerational Equity: What Are We Doing to Our Children and Grandchildren? What Should We Be Doing?" Paper presented at the Joint Conference of the Society for the Advancement of Socio-Economics and the Communitarian Summit, Washington, DC, July 9-11, 2004

"Law, Justice, and Civil Societies." Session moderator, Joint Conference of the Society for the Advancement of Socio-Economics and the Communitarian Summit, Washington, DC, July 9-11, 2004

"Autonomy and Order: New Perspectives on Communitarianism." Organizer (with Edward W. Lehman) and session moderator at the annual meeting of the American Sociological Association, Chicago, August 16-19, 2002.

"Community Mental Health Care Reform in Sweden and the United States." Paper presented at the 14<sup>th</sup> International Conference on Socio-Economics, University of Minnesota, Minneapolis, June 28-30, 2002. With Anders Nordlund, Luleå University of Technology (Sweden), Åsa Vidman, Luleå University of Technology (Sweden), and Philip K. Armour, University of Texas at Dallas.

"Inequality and Communitarianism." Paper presented at the 13<sup>th</sup> International Conference on Socio-Economics, Amsterdam, June 28-July 30 2001

### **Recent Service**

2004-05	Associate chair, Department of Sociology, University of New Mexico
2004-present	Member, University Committee on Socially Responsible Investing
2004-05	Chair, Search Committee for position in comparative sociology, Department of Sociology, University of New Mexico
2003-06	Senior Member, Executive Committee, Department of Sociology, University of New Mexico
2002-04	Chair, Faculty and Staff Benefits Committee, Faculty Senate, University of New Mexico
2001-present	Member of the Editorial Board the <i>Journal of Socio-Economics</i>
2000-01	Chair, Criminology Recruitment Committee, Department of Sociology, University of New Mexico
2000-02	Senior Member, Executive Committee, Department of Sociology, University of New Mexico
1996-2000	Chair, Department of Sociology, University of New Mexico
1993-2001	Member of the Executive Council, Society for the Advancement of Socio-Economics
1991-2002	Chair and committee member, Software Site License Review Committee, Computing Center, University of New Mexico

## PROFESSOR PHILLIP B. GONZALES

### Education

- Ph. D. Sociology. 1985. University of California Berkeley.  
M. A. Sociology. 1976. University of California Berkeley.  
B. A. Sociology. 1974. University of New Mexico.

### Employment History

- 1987-Present Teaching faculty member. Sociology Department, University of New Mexico.  
1996-2003 Director. Southwest Hispanic Research Institute, University of New Mexico.  
1990 Summer Visiting Professor. Sociology and Chicano Studies. University of Wisconsin, Madison.

### Consultancies

- 2001- 2003 National Center for Conventional and Alternative Medicine Review Panel. National Institute of Health, Bethesda, MD.  
2001 Dallas County Community College District. Dallas Telecourses, Video Instruction. "Introduction to Sociology."  
1999-2003 Initial Review Group Committee, SAMHSA, Dept. of Mental Health Services Administration; Washington, D. C.  
1999-Present Series Editor; Latinos in American Society; Peter Lang Publishers.  
1998 On-Camera Interviewee. Gunfighters of the West Series, "Elfego Baca." DV- TV Educational Documentary.  
1997-1998 Site Researcher (Albuquerque, Houston). Office of National Drug Control Policy Media Campaign; CSR, Inc., Washington, D. C.  
1990-1996 Evaluation Ethnographer. "Families in Partnership: A Comprehensive Child Development Program." City of Albuquerque.  
1992-1994 Grantee Evaluator (Guadalupe County, TX; San Antonio, TX; Cataño, PR; Perth Amboy, NJ). Youth Demonstration Grants. OSAP. CSR, Inc.

### Publications

#### Books/Monographs

- 2001 Phillip B. Gonzales. *Forced Sacrifice as Ethnic Protest: The Hispano Cause in New Mexico and the Racial Attitude Confrontation of 1933*. New York: Peter Lang.  
1993 Louise Lamphere, Patricia Zavella and Felipe (Phillip B.) Gonzales. *Sunbelt Working Working Mothers: Reconciling Family and Factory*. Ithaca, NY: Cornell Univ. Press.

#### Edited Anthology

- 2007 Phillip B. Gonzales, ed. *Expressing Culture: Nuevomexicana/o Creativity, Everyday Ritual, Collective Remembrance*. University of Arizona Press, forthcoming.

#### Refereed Journal Articles

- In press Phillip B. Gonzales and Ann Massmann. "Loyalty Questioned: *Nuevomexicanos* and the Great War." *The Pacific Historical Review*, (November).  
2006b Phillip B. Gonzales. "Whither the Nuevomexicanos: The Career of a Southwestern Intellectual Discourse, 1907-2004," *Social Science Journal* 43 (2): 273-286.  
2003 Phillip B. Gonzales. "Struggle for Survival: The Hispanic Land Grants of New Mexico." *Agricultural History* 77 (2, Spring): 293-324.  
2000a Phillip B. Gonzales. "El Jefe: Bronson Cutting and the Politics of Hispano Interests in New Mexico. *Aztlán* 25 (Fall): 67-108.  
2000b Phillip B. Gonzales. "La Junta de Indignación: Hispano Repertoire of Collective

- Protest in New Mexico, 1884-1933." *The Western Historical Quarterly* 31: 161-186.
- 1997 Phillip B. Gonzales. "The Hispano Homeland Debate: More Lessons." *Perspectives on Mexican American Studies* 6 (Spring): 123-141.
- 1997 Phillip B. Gonzales. "The Categorical Meaning of Spanish American Identity Among Blue Collar New Mexicans." *Hispanic Journal of Behavioral Sciences* 19 (May 1997): 123-136.
- 1993a Phillip B. Gonzales. "The Political Construction of Latino Nomenclatures in Twentieth Century New Mexico." *Journal of the Southwest* 35 (3):158-172.
- 1993b Phillip B. Gonzales. "Shame, Peer and Oscillating Frames in DWI Conviction: Extending Goffman's Sociological Vision." *Symbolic Interaction* 16 (3):257-272.
- 1988 H. Laurence Ross and Phillip B. Gonzales. "Effects of License Revocation on Drunk-Driving Offenders." *Accident Analysis and Prevention* 20 (5): 379-391.
- 1986 Phillip B. Gonzales. "Spanish Heritage and Ethnic Protest in New Mexico: The Anti-Fraternity Bill of 1933." *New Mexico Historical Review* 61 (4):281-299.

#### Chapters in Anthologies

- 2007 Phillip B. Gonzales. "Introduction: Place and Nuevomexicano Culture." In *Expressing Culture: Nuevomexicana/o Creativity, Everyday Ritual, Collective Remembrance*. Phillip B. Gonzales, ed. University of Arizona Press, forthcoming.
- 2007 Phillip B. Gonzales. "History Hits the Heart": Albuquerque's Oñate Battle: 1997-2000," in *Expressing Culture: Nuevomexicana/o Creativity, Everyday Ritual, Collective Remembrance*. Phillip B. Gonzales, ed. University of Arizona Press, forthcoming.
- 2006 Phillip B. Gonzales. "Race and Class: The Contradictions of Octaviano A. Larrazolo," in *Noble Purposes*, ed. Norman Gross. Ohio University Press, forthcoming
- 1999 Phillip B. Gonzales. "Protest and Affirmative Action in the 1980s: The Case of the University of New Mexico." Pp. 108-130 in David Montejano, ed., *Chicano Politics and Society in the Late Twentieth Century*. University of Texas Press.
- 1993 Phillip B. Gonzales. "Historical Poverty, Restructuring Effects and Integrative Ties: Mexican Americans Neighborhoods in a Peripheral Sunbelt Economy." Pp. 149-171 in Joan Moore and Raquel Pinderhughes, eds., *In the Barrios: Latinos and the Underclass Debate*. New York: Russell Sage Foundation.

#### Encyclopedia Entries

- 2004 Phillip B. Gonzales. "La Junta de Indignación." *Encyclopedia of the Great Plains*. University of Nebraska, Lincoln. David J. Wishart, editor.
- 2003 Phillip B. Gonzales. "The Southwest Hispanic Research Institute at the University of New Mexico." *Encyclopedia of Latinos and Latinas in the United States*. Deena J. González and Suzanne Oboler, eds. New York: Oxford University Press.

#### Review Essays

2003. *The Spanish Redemption: Heritage, Power and Loss on New Mexico's Upper Rio Grande*. by Charles Montgomery (University of New Mexico Press, 2002), in *New Mexico Historical Review* 78: 329-337.

## PROFESSOR GEORGE A. HUACO

### Educational History

B.A. 1954 University of California Berkeley, Philosophy

M.A., 1959 University of California Los Angeles, Film and Theatre Arts

Ph.D., 1963 University of California Berkeley, Sociology

### Employment History

Assistant Professor, Sociology, 1963-1969, Yale.

Associate Professor, 1969-1971, State University of New York Buffalo.

Professor, Sociology, 1971-present, University of New Mexico.

### Research Interests

Sociological theory and the interface between sociological theory and philosophy; the sociology of Marx; sociology of ideology, literature, art, and religion.

### Books Authored

THE SOCIOLOGY OF FILM ART. N.Y. Basic Books. 1965.

THE SOCIOLOGY OF FILM ART. Japanese trans. Tokio: Yuhikaku. 1985.

SHAMANISM AND THE ESOTERIC TRADITION (with Angelique Cook). MN: Llewellyn. 1992.

MARX AND SOCIOBIOLOGY. M.A.: University Press of America. 1999.

### Articles

Huaco, George A., "A Logical Analysis of the Davis and Moore Theory of Stratification." *American Sociological Review*, October 1963. Rep. in Jack Roach, Llewellyn Gross, Orville Gurrslin eds. *Social Stratification in the United States*. Prentice Hall. 1963.

Huaco, George A., "The Functionalist Theory of Stratification: Two Decades of Controversy." *Inquiry*. Oslo, Norway, August 1966. Rep. in Melvin Tumin ed. *Readings in Social Stratification*. Prentice Hall, 1969; also, in George Ritzer ed. *Issues, Debates, and Controversies*. Allyn and Bacon. 1972.

Huaco, George A., "The Sociological Model." In Milton Albrecht, James Barnett and Mason Griff, eds. *Sociology of Art and Literature*. Praeger. 1970.

Huaco, George A., "Sociologie du roman: Le Roman Mexicain, 1915-1965," in Lucien Goldmann, ed. *Sociologie de la Literature*. Ed. De L'Institut de Sociologie, Universite Libre de Bruxelles, 1970. Rep. in *Revista de Literatura Hispanoamericana*. No.5 Universidad del Zulia, Maracaibo, Venezuela. 1974.

Huaco, George A., "On Ideology," *Acta Sociologica*. No.4, Helsinki, Finland. 1971.

Huaco, George A., "Ideology and Literature," *New Literary History*. IV. 1972-3. The University of Virginia.

Huaco, George A., "Review Essay of Alexander Cockburn, 'Idle Passion: Chess and the Dance of Death.'" *The Sociological Quarterly* (17), Winter, 1976.

Huaco, George A., "The Novel and Novelists of the Mexican Revolution," *Humboldt Journal of Social Relations*. V. No.2 Spring/Summer 1978.

Huaco, George A., "Toward a Sociology of Western Philosophy," in Henrika Kuklick and Elizabeth Long eds. *Knowledge and Society: Studies in the Sociology of Culture*. JAI Press Vol.5. 1984.

Huaco, George A., "Ideology and General Theory: The Case of Sociological Functionalism," in *Comparative Studies in Society and History*. (28-1) January 1986.

Huaco, George A., "Altruism in Marx and in Sociobiology." In *World Cultures*. Vol.15 No.2 Fall 2004 [Spring 2006]

### **Work in Progress**

Currently doing research in the philosophy of Husserl, the adaptation of that philosophy into a phenomenology of society by Schutz, and how, and what, Garfinkel borrowed from both to create Ethnomethodology. The point is that the latter seems to have borrowed some empirically untestable philosophical claims that do not belong in sociological theory. The result is likely to be an article: From Phenomenology to Ethnomethodology.

### **Teaching**

I teach sections of a senior level course (sociology 471) that examines the mixture of testable theory and philosophy in 20<sup>th</sup> and 21<sup>st</sup> century schools of sociological theory; this course also introduces students to evolutionary psychology, and current evidence for biologically based unconscious patterns of human behavior.

I teach a graduate seminar on European schools of sociological theory (sociology 514). We cover the thinkers of the Frankfurt school and their main sources in German idealism and in a version of Marx. We examine the contributions of Spengler, Foucault, Sartre, Lukacs, Bauman, Habermas, and Bourdieu. Students are also exposed to findings from evolutionary psychology.

When there is enough demand, I also teach a senior course and a graduate seminar on sociology of ideology and sociology of literature. We examine the contributions of Marx, Lukacs, Karl Mannheim, Lucien Goldmann, Ian Watts, Edwin Haviland Miller, and others.

### **Service**

Aside from serving in various departmental committees, I have a main interest in the sociology reading room, whose collection of books and journals I initiated many years ago. In addition, I was the main author of our Ph.D. program.

### **Papers Read at Professional Meetings**

Huaco, George A., "Altruism in Marx and in Sociobiology," Society for Cross-Cultural Research. Santa Fe. February 24, 2005.

### **Doctoral Advisement**

Ben-Meir, Jason, 2000- current. Halbgewachs, Nancy, 2001-current. Lora Stone, 2002- 2005. Rebecca Frerichs, 2001. Hovey, Kathryn, 2002.

## PROFESSOR PHILLIP A. MAY

### CURRENT

**EMPLOYMENT:** Professor of Sociology (tenured, 1984).  
Professor of Family and Community Medicine  
Senior Research Scientist, Ctr. on Alcoholism, Substance Abuse and Addictions  
Program Director, NM Access to Research Careers (NIMH, COR).  
University of New Mexico.

**EDUCATION:** A.B. (Sociology), May, 1969, Catawba College, Salisbury, North Carolina  
M.A. (Sociology), January, 1971, Wake Forest University (in residence 1969-70).  
Ph.D. (Sociology), August, 1976, University of Montana (in residence 1973 -76)

**FELLOWSHIPS:** Wake Forest University Graduate Fellowship, 1969-1970.  
National Institute of Mental Health (NRSA) Traineeship, 1973-1976.  
Affiliate Fellow, Virginia Center for the Humanities and Social Policy, University  
of Virginia and Virginia Foundation for the Humanities, Nov. Dec. 1996.

**HONORS:** Who's Who in Education, 2004  
The Student Service Award, Faculty Category, The University of New Mexico,  
2002.  
Certificate of Appreciation, The Robert Wood Johnson Foundation, in  
recognition of valuable contributions to the Healthy Nations Initiative, 2002.  
Baccalaureate Address, Catawba College, Salisbury, N.C., May, 2000.  
The O.B. Michael Outstanding Alumnus Award, Catawba College, Salisbury,  
N.C., 2000.

### EMPLOYMENT HISTORY:

The University of New Mexico:  
Professor of Sociology, 1989 - Present  
Professor of Family and Community Medicine, 2004 - Present  
Senior Research Scientist, Center on Alcoholism, Substance Abuse, and Addictions,  
August, 1999 - Present  
Director, Center on Alcoholism, Substance Abuse, and Addictions, 1990 - 1999; Co-  
Director, 2000 - 2002; Associate Director, 2002 - 2004; Interim Director, Mar. - Sept. 2004  
Professor of Psychiatry, 1990-1996

### GRANTS AND CONTRACTS AS PRINCIPAL INVESTIGATOR (last 5 years):

A New Mexico Access to Research Careers in Mental Health. @ National Institute of Mental Health.  
July, 2000 - June, 2005. \$1,120,629. 3-T34-MH19101AFAS Epidemiology Research in the Western Cape  
Province of South Africa @. NIAAA, September, 2000-2001. \$107,381. R01 AA 11685-03S1. "FAS  
Epidemiology Research in the Western Cape Province of South Africa and in New Mexico." NIAAA,  
September, 2001-2002. \$89,865. R01 AA 11685-04S1.

A Healthy Nations Initiative Evaluation, @ The Robert Wood Johnson Foundation (subcontract from  
the University of Alaska-Anchorage), November, 2000 - August, 2002, \$271,123.

"Clinical Evaluation of Fetal Alcohol Syndrome (FAS) for the State of Montana." State of Montana,  
May 01, 2002 - September 29, 2003. \$297,837. 02-07-5-31-013-0.

"A Trial of FAS Prevention and Diagnosis Among American Indians." NIAAA, May 1, 2004 - April  
30, 2009. \$8,427,060. 2 UO1 AA 11685-06-10.

"International Neuropsychological Study of FASD (and Multi-Method Intervention Study of FASD in  
South Africa)." NIAAA, September 30, 2003 - September 29, 2006. \$803,287. UO1 AA 014786.

"A FASD Epidemiology Study in Italy." NIAAA pilot project through the FASD Neuropsychological Study Consortium. San Diego State University. Consortium Principal Investigator: Edward Riley. September 29, 2003 - September 28, 2005. \$59,996. 53257A - P1660-7802-211 CSM.

A New Mexico Access to Research Careers in Mental Health.@ National Institute of Mental Health. July 1, 2005 - June 30, 2010. \$1,391,623. 2-T34-MH19101-16-20.

A Comorbidity (Depression, Anxiety, and Mental Pain) among Women Bearing Children with FAS.@ NIAAA, Sept. 23, 2005 - April, 30, 2007. \$207,204. #-UO1 AA11685-0751.

## **PUBLICATIONS:**

### **Institute of Medicine Books:**

Fetal Alcohol Syndrome: Diagnosis, Epidemiology, and Treatment. Institute of Medicine, National Academy of Science. Stratton, K., Howe, C. and Battaglia, F. (eds). Co-author with 10 others. Wash., D.C.: National Academy Press, 1996.

Reducing Suicide: A National Imperative. Institute of Medicine, National Academy of Science. Goldsmith, S.E., Pellmar, T.C., Kleinman, A.M., and Bunney, W.E. (eds.) Co-author with 12 others. Washington, D.C.: National Academy Press, 2002.

### **Journal Articles and Book Chapters (last 5 years, partial):**

Philip A. May. Alcohol Use and Abuse among American Indians.@ Pp. 63-68 (Vol. IV). In: Clifton D. Bryant, editor-in-chief, Volume IV, The International Encyclopedia of Criminology and Deviant Behavior. Philadelphia, PA: Brunner-Routledge, 2001.

Colleen M. Adnams, Piyadasa Kodituwakku, Andrea Hay, Chris Molteno, Denis Viljoen, and Philip A. May. APatterns of Cognitive-Motor Development in Children with FAS from a Community in South Africa.@ Alcoholism: Clinical and Experimental Research, 25(4):557-562, 2001.

Piyadasa Kodituwakku, Philip A. May, Carol Clericuzio, and David Weers. "Emotion-Related Learning in Individuals Prenatally Exposed to Alcohol: an Investigation of the Relation Between Set Shifting, Extinction of Responses, and Behavior." Neuropsychologia, 39: 699-708, 2001.

Philip A. May and J. Phillip Gossage. "New Data on the Epidemiology of Adult Drinking and Substance Use among American Indians of the Northern States: Male and Female Data on Prevalence, Patterns, and Consequences." American Indian and Alaska Native Mental Health Research, 10:(2), 2001.

Piyadasa Kodituwakku, Wendy Kalberg, and Philip A. May. "The Effects of Prenatal Alcohol Exposure on Executive Functioning." Alcohol Research and Health, 25(3):192-198, 2001.

Philip A. May and J. Phillip Gossage. "Estimating the Prevalence of Fetal Alcohol Syndrome: A Summary." Alcohol Research and Health, 25(3):159-167, 2001.

Kenneth R. Warren, Faye J. Calhoun, Philip A. May, Denis L. Viljoen, Ting-Kai Li, Harumi Tanaka, Galina S. Marinicheva, Luther K. Robinson, and Goetz Mundle. "Fetal Alcohol Syndrome: An International Perspective." Alcoholism: Clinical and Experimental Research, 25(5):202S-206S, 2001.

## PROFESSOR SUSAN B. TIANO

### **Educational History**

Ph.D., June 1979, Brown University, Providence, Rhode Island, Sociology

"Authoritarianism, Class Consciousness, and Modernity: Working-Class Attitudes in Argentina and Chile." Peter Evans, Dissertation Advisor

M.A., June 1974, Colorado State University, Fort Collins, Colorado, Sociology

B.A. June 1972, Colorado State University, Fort Collins, Colorado, Sociology

### **Employment History**

Professor, 1995 to present, Department of Sociology, University of New Mexico

Associate Professor, 1987 to 1995, Department of Sociology, University of New Mexico

Assistant Professor, 1981 to 1987, Department of Sociology, University of New Mexico

Assistant Professor, 1979 to 1981, Department of Social Science, Michigan State University

### **Employment History—concurrent appointments**

Chair, 2000-2004, Department of Sociology, University of New Mexico

Associate Dean, 1996-1999, College of Arts and Sciences, University of New Mexico

Acting Director, 1992 to 1993, Women Studies Program, University of New Mexico

Associate Director of Academic Programs, 1986 to 1988, Latin American Institute, UNM

### **Professional Honors, Awards, Memberships**

Regents' Lectureship Award, 1994 to 1997, University of New Mexico

Presidential Lecturer Award, 1985 to 1986, University of New Mexico

Council Member, Section on World Conflicts, 1983 to 1984, American Sociological Association

Teacher-Scholar Award, 1981, Michigan State University,

Phi Beta Kappa, 1979, Brown University

### **Books authored, co-authored, edited:**

*Patriarchy on the Line: Gender, Labor, and Ideology in the Mexican Maquila Industry*, Susan Tiano, Philadelphia, Pennsylvania: Temple University Press, 260 pages (1994)

*Women on the United States-Mexico Border: Responses to Change*, Vicki Ruiz and Susan Tiano (eds.) Boston: Allen and Unwin.

### **Articles in refereed journals:**

"From Victims to Agents: A New Generation of Literature on Women in Latin America," *Latin American Research Review*; Vol. 36, No. 3, pp. 183-203 (2001).

"Dating, Mating, and Motherhood: Identity Construction Among Mexican Maquila Workers," Susan Tiano and Carolina Ladino, *Environment and Planning A*, 31 (2): 305-325 (1999).

"The World View of Export Processing Workers in Northern Mexico: A Study of Women. Consciousness, and the New International Division of Labor," Robert Fiala and Susan Tiano, *Studies in Comparative International Development*, 26 (3): 3-27 (1991).

"Labor Composition and Gender Stereotypes in the Maquilas," *Journal of Borderlands Studies*, V (1): 20-24 (1990).

"Women Workers in the Electronics and Garment Industries: Who Assembles in Mexican Maquilas?" *Review of Latin American Studies*, Vol. 3, No. 1, pp. 63-82 (1990).

"Export Processing, Women's Work, and the Employment Problem in Developing Countries: The Case of the Maquiladora Program in Northern Mexico," *Western Sociological Review*, 15 (1): 53-78 (1986).

"Women and Industrial Development in Latin America," *Latin American Research Review*, 21 (3): pp. 157-170 (1986).



- "Authoritarianism and Political Culture in Argentina and Chile in the Mid-1960s," *Latin American Research Review*, 21 (1): 73-98 (1986).
- "Maquiladoras, Women's Work, and Unemployment in Northern Mexico." *Aztlan: International Journal of Chicano Studies Research*, 15 (2): 341-378 (1984).
- "The Public-Private Dichotomy: Theoretical Perspectives on 'Women in Development' " *Social Science Journal*, 21 (4): 11-28 (1984).
- "Ideology on the Line: A Typology for the Analysis of Images of Class and Gender Relations," Susan Tiano and Karen Bracken, *Quarterly Journal of Ideology*, 8 (4): 60-71 (1984).
- Chapters in edited volumes:**
- "Feminization or Marginalization? The Changing Gender Composition of the Maquila Work Force Along the U.S.-Mexico Border." forthcoming in Ellen Hansen and Doreen Mattingly (eds.) *Border Women in Movement: Politics, Migration, and Identity at the U.S.-Mexico Border*. University of Arizona Press.
- "Women, Work, and Politics," in Richard S. Hillman (ed.) *Understanding Contemporary Latin America, 3rd Edition*. Boulder: Lynne Rienner Publishers, 2005, pp. 273-312.
- "The Role of Women," in Richard S. Hillman (ed.) *Understanding Contemporary Latin America, 1<sup>st</sup> Edition, (2<sup>nd</sup> Edition)*. Boulder: Lynne Rienner Publishers, 1996, pp. 237-270.
- "Fertility, Selective Recruitment, and the Maquila Labor Force," in *Women, the Family, and Policy: A Global Perspective*, Ester Chow and Catherine Berheide (eds.) Albany, New York: State University of New York Press, 1994, pp. 209-234.
- "Maquiladora Women: A New Category of Workers?" in *Women Workers and Global Restructuring*, Kathryn Ward (ed.), Ithaca, New York: ILR Press, Cornell University, 1990, pp. 193-247.
- "Simpson-Mazzoli: Do The Assumptions Fit the Facts?" in *Una Frontera, Dos Naciones*, Oscar Martinez, Albert Utton, and Mario Miranda Pacheco (eds.) Mexico City, Mexico: Union Grafica, S.A, 1988, pp. 103-112.
- "Women's Work in the Public and Private Spheres: A Critique and Reformulation," in *Women, Development, and Change*, M. Francis Abraham and Sue Abraham (eds.) Bristol, Indiana: Wyndham Hall Press, 1988, pp. 18-49.
- "Commentary on the Legal Rights of American Indian Women," in *Western Women: Their Land, Their Lives*, Lillian Schlissel, Vicki Ruiz, and Jan Monk, (eds.) Albuquerque, New Mexico: University of New Mexico Press, 1988, pp. 253-257
- "Gender, Work, and World Capitalism: Third World Women's Role in Development," in *Analyzing Gender: Social Science Perspectives*, Beth B. Hess and Myra Marx Ferree (eds.), Newbury Park, California: Sage Publications, 1987, pp. 216-243.
- "Maquiladoras in Mexicali: Integration or Exploitation?" in *Women on the United States-Mexico Border: Responses to Change*, Vicki Ruiz and Susan Tiano (eds.) Boston Allen and Unwin, Inc., 1987, pp. 77-101.

## PROFESSOR NELSON P. VALDES

### Visiting Appointments

2003–2004 Executive Director, Fundación Amistad, Duke University.

2003–2004 Visiting Professor, Department of Sociology, Duke University.

2003–2004 Assistant to the Vice Provost for International Affairs, Duke University.

### Administrative Work

2003-2004 Executive Director, Fundación Amistad, Duke University

2005- Director, Cuba-L Direct Information Project, University of New Mexico.

### Chapters in Books

- "Presidential Succession: Legal and Political Contexts and Domestic Players," in Cuban Socialism in a New Century: Adversity, Survival, and Renewal , Edited by Max Azicri and Elsie Deal University Press of Florida, 2004 (Chapter 12).
- Revised chapter on Cuba. In Latin America, Problems and Promise, 4<sup>th</sup> Edition, edited by Jan Black. Denver, Colorado: Westview Press, 2004.
- "Hay posibilidades de insertarnos en Internet?," Fermín Romero Alfau, ed. Cl:ic - Internet, Havana: Editorial Pablo de la Torriente, 2003, pp. 265-281.

### Articles in Refereed Journals

- "Cuba y la tecnología de la información," LA JIRIBILLA (La Habana), August 6, 2003.
- I researched and published an essay on Distance Teaching and the Internet. The essay was published in three languages. The essay was commissioned by the Organization of American States.
- "Interneting": or Studying with the Other - Portal of the Americas - Organization of American States (Washington, DC), December 2005. (with versions in Spanish: "Interneteando": o estudiando con el exterior - Portal de las Américas - Organización de Estados Americanos (Washington, DC) - Diciembre 2005; and in Portuguese: "Internetando" ou estudando com o exterior - Portal Educacional das Americas, Organizacao dos Estados Americanos, Dezembro 2005.

### Essays in non-refereed journals

- "Contradiction or Conscious Policy? Why Americans Can't Travel to Cuba," COUNTERPUNCH (New York), February 21, 2003.
- "Por qué los norteamericanos no pueden viajar a Cuba" REBELION (Madrid), February 21, 2003.
- "Carta abierta a Eduardo Galeano," REBELION (Madrid), Mayo 5, 2003.
- "Time to Welcome Cuba Back," ALBUQUERQUE TRIBUNE, May 29, 2003.
- "Carta Abierta al Presidente Bush de un crítico de la política exterior de Estados Unidos," RADIO PROGRESO SEMANAL (Miami), August 15, 2003
- "Traveling to Cuba: Where There is a Will, There is a Way," COUNTERPUNCH, October 11, 2003.
- "América Latina en crisis y la confianza en sí misma de Cuba," Cubadebate (Habana) November 7, 2003.
- "Latin America in Crisis Cuba's Self-Reliance in the Storm," Canadian Dimension (Manitoba, Canada), October 30, 2003
- "Latin America in Crisis Cuba's Self-Reliance in the Storm," COUNTERPUNCH, November 7, 2003.

- "Concerned About Prostitution, Mr President? Try Reno: Bush, Electoral Politics and Cuba's Illicit Sex Trade." COUNTERPUNCH, November 18, 2003.
- "Cuba y la tecnología de la información," REBELION (Madrid), January 29, 2004.
- "Cuba: Usuarios y proveedores de Internet," CUBARTE (Habana), February 23, 2004.
- "Lo peor que les puede pasar," Rebelión (Madrid), Julio 20, 2004; La Jiribilla (Havana), Julio 21, 2004; Cubadebate (Habana), July 27, 2004.
- "Banning Cuban Academics and Writers Habana Night vs. Latin American Scholars in Vegas," COUNTERPUNCH, November 3, 2004.
- "Se niega el visado a profesores e investigadores cubanos Habana Nights y los académicos latinoamericanos en Las Vegas, " REBELION (Madrid) Noviembre 15, 2004
- "Dredge NewsFlash - Rapture Takes Leftists!," COUNTERPUNCH (04:00AM EST), March 3, 2005.

### **Invited Talks, Papers Presented and Interviews**

"Educational Travel to Cuba: Social Trends, Practical Lessons and the Future" presentation at panel of the 17 annual Educational Travel Conference in Washington, D.C., February 8, 2003.

Presented paper on "La experiencia de Cuba-L Direct y el rastreo de información en Internet: Modelo para organizaciones con pocos recursos," III Congreso Internacional Cultura y Desarrollo, Havana, Cuba on June 11, 2003.

Conference given to technical and staff personnel of "Viernes de Cubasi," [computer enterprise] on "¿Hay posibilidades de insertarnos en los medios estadounidenses.?"

Paper presented in real time over the Internet: "Internet y la Revolución Cuba (2001-2004): Una presentación en tiempo real desde Cuba," Association for the Study of the Cuban Economy, Miami, Florida. This is the first time in the history of the US and Cuba that a paper was presented from Havana to an academic conference in Cuba. The Internet chat facility of MSN Messenger was used, August 5, 2004 (Miami, Florida and Havana, Cuba).

Lecture on "Cuba: Out of the Special Period and Foreign Policy Implications." California Polytechnical University - Pomona, May 4, 2005.

Interviewed on "Cuba Today," by TV program "Hot Talk" hosted by Saul Landau, California Polytechnic University, Pomona, May 5, 2005.

Lecture on "Undocumented Migrants in New Mexico," given at Nuestra Señora de Guadalupe Catholic Church, Albuquerque, New Mexico, November 20, 2005.

Closing remarks at Inter American Seminar on the Use of New Technologies in Artistic and Cultural Education, organized by the Organization of American States (Washington, DC) , the National Hispanic Cultural Center and the University of New Mexico, 22- 24 March 2006.

### **Service to the University of New Mexico**

2005: Served and continue to serve the President of the Faculty Senate (Ed DiSantis) in support work that he assigns me on an ad hoc basis.

## PROFESSOR HOWARD WAITZKIN

### Education

- 1959-1963 Western Reserve Academy; Hudson, Ohio. (Held scholarship, valedictorian).  
1963-1966 B.A. (*summa cum laude*) Harvard University; Cambridge, Massachusetts.  
1966-1967 University of Chicago; Chicago, Illinois. NSF Graduate Fellow in Sociology.  
1967-1972 Harvard University; Cambridge, Massachusetts. M.A. 1969, Ph.D. 1972, Soc.  
Harvard Medical School, Boston, Massachusetts. M.D. 1972.  
National Science Foundation Graduate Fellow in Sociology.  
Harvard National and Lehman Fellow in Medicine.  
Ph.D. Dissertation: Medicine as a Social Institution.  
Advisors: Professors Talcott Parsons, Renée C. Fox, and S.F. Sampson.

### Postgraduate Education

- 1972-1973 Intern in Medicine, Stanford University Medical Center.  
Postdoctoral Fellow in Sociology, Stanford University.  
1973-1975 Robert Wood Johnson Foundation Clinical Scholar and  
Research Associate, Departments of Medicine and  
Sociology, Stanford University.  
1974-1975 Resident in Medicine, Stanford University Medical Center.  
1977-1978 Senior Resident in Medicine, Massachusetts General Hospital,  
Boston. Clinical Fellow, Harvard Medical School, Boston.

### Positions

- 1997-2005 Professor, Department of Family and Community Medicine (main appointment); Professor  
of Internal Medicine; Professor of Sociology; and Member of Faculty Council in Latin  
American Studies.  
2005-present Professor, Department of Sociology (main appointment); Professor of Internal Medicine;  
Professor of Family and Community Medicine; and Member of Faculty Council in Latin  
American Studies.

### Honors (selected, last 5 years)

- Who's Who in America, 1992-2006; Who's Who in the West, 2000-2006; Who's Who in Medicine and  
Healthcare, 2002-2006; National Registers Who's Who, 2004-2005.  
Selected for listing in The Writers Directory, 1994-2005.  
International Who's Who of Professionals, 1995-2005.  
"2000 Outstanding Intellectuals of the 21<sup>st</sup> Century" and "One Thousand Great Americans," International  
Biographical Centre, Cambridge, England, 2000-2005.  
Fulbright New Century Scholar, inaugural group of scholars focusing on "Global Health in a Borderless  
World," 2001-2002.  
Fellow, Society for Applied Anthropology, 2002.  
Selected for *Guide to America's Top Physicians*, Consumers' Research Council of America, 2002.  
Selected for *America's Registry of Outstanding Professionals*, 2003-2005.  
John Simon Guggenheim Memorial Foundation Fellow, 2002-2003.  
Jonathan Mann Award for Lifetime Commitment to Public Health and Social Justice Issues, New Mexico  
Public Health Association, April 2003.

### Grant Awards (selected, last 5 years)

- Principal Investigator, National Library of Medicine, 1G08 LM06688, "Enhanced Access to Latin  
American Social Medicine," \$487,480 over 3 years, funded 2000-2004.  
Program Director, National Institute of Mental Health, 1 R25 MH60288, "New Mexico Mentorship  
and Education Program," \$323,822 over 2 years, funded 1999-2001; refunded for \$484,890 over 3  
additional years, 2002-2005; assigned "high program priority" by NIMH National Advisory Mental

Health Council; refunded for \$1,232,029 over 5 years, 2005-2010.  
 Consultant, Veterans Administration Health Services Research and Development. "Determinants of Clinical Guideline Implementation Effectiveness," \$750,000 over 4 years, approved and funded, 1999-2003 (Brad Doebbeling, Department of Medicine, University of Iowa, Principal Investigator).  
 Principal Investigator, John Simon Guggenheim Memorial Foundation Fellowship, "Economic Globalization and Public Health," \$35,000 over 1 year, approved and funded, 2002-2003.  
 Principal Investigator, United Nations Research Institute for Social Development. "Multinational Corporations and Health Care in the United States and Latin America: Strategies, Actions, and Effects," \$7,000 over 1 year, approved and funded, 2003-2004.  
 Principal Investigator, National Institute of Mental Health. 1R03 MH067012-01, "Mental Health Services and Global Trade," \$150,000, 2003-2005.

**Publications** (selected)

- Waitzkin H, Waterman B. The Exploitation of Illness in Capitalist Society. Indianapolis and New York: Bobbs-Merrill, 1974. Revised Spanish edition: Mexico City: Editorial Nueva Imagen, 1981.
- Waitzkin H. The Second Sickness: Contradictions of Capitalist Health Care. New York: Free Press/Macmillan, 1983; paperback edition, 1986; rev. Rowman and Littlefield, 2000.
- Waitzkin H. The Politics of Medical Encounters: How Patients and Doctors Deal with Social Problems. New Haven: Yale University Press, 1991; paperback edition, 1993.
- Willging C, Semansky R, Waitzkin H. Medicaid managed care waivers for mental health services. Psychiatric Services 2003;54:289-291.
- Schillaci MA, Waitzkin H, López CM, Boehm DA, López LA, Mahoney SF. Falling immunization coverage and Medicaid managed care in New Mexico: a multi-method assessment. Annals of Family Medicine 2004;2:13-21.
- Waitzkin H. Report of the World Health Organization's Commission on Macroeconomics and Health – a summary and critique. Lancet 2003;361:523-526.
- Buchanan HS, Waitzkin H, Eldredge J, Davidson R, Iriart C, Teal J. Increasing access to Latin American social medicine resources: a preliminary report. Journal of the Medical Library Association 2003;91:418-425.
- Duran B, Malcoe LH, Sanders M, Waitzkin H, Skipper B, Yager J. Child maltreatment prevalence and mental disorders outcomes among American Indian women in primary care. Child Abuse & Neglect 2004;28:135-145.
- Duran B, Sanders M, Skipper B, Waitzkin H, Malcoe LH, Paine S, Yager J. Prevalence and correlates of mental disorders among American Indian women in primary care. American Journal of Public Health 2004;94:71-77.
- Ferguson K, Waitzkin H, Beekman S, Doebbeling B. Critical incidents of nonadherence with standard precautions guidelines among community health care workers. Journal of General Internal Medicine 2004;19:726-731.
- Waitzkin H. The contribution of Salvador Allende to epidemiology. International Journal of Epidemiology 2005;34:739-741.
- Jasso-Aguilar R, Waitzkin H, Landwehr A. Multinational corporations and health care in the United States and Latin America: Strategies, actions, and effects. Journal of Health and Social Behavior, 2004;45 (supplement):136-157.
- Waitzkin H. The history and contradictions of the health-care safety net. Health Services Research 2005;40: 941-952.
- Willging C, Waitzkin H, Wagner W. Medicaid managed care for mental health services in a rural state. Journal of Health Care for the Poor and Underserved 2005;16:497-514.
- Waitzkin H, Yager J, Parker T, Duran B. Mentoring partnerships for minority faculty and graduate students in mental health services research. Academic Psychiatry 2006, in press

## ASSOCIATE PROFESSOR LISA M. BROIDY

### **Educational History**

- Ph.D. 1997 Washington State University - Pullman, Washington --Sociology.  
Dissertation: General Strain Theory and Sex Differences in Deviant Outcomes  
Advisor: Charles Tittle, Ph.D.
- M.A. 1993 Washington State University-- Pullman, Washington-- Sociology  
Thesis: Criminology, Stratification, and Gender: Testing an Integrative Approach  
Advisor: Charles Tittle, Ph.D.
- B.A. 1990 University of California, San Diego-- La Jolla, CA---Sociology.

### **Employment History—Principal Positions**

- Associate Professor, June 2005-present. University of New Mexico - Albuquerque,  
NM---Department of Sociology.
- Assistant Professor, January 1999-June 2005. University of New Mexico---Albuquerque, NM---Department  
of Sociology.
- Postdoctoral Fellow, January 1998-January 1999. National Consortium on Violence Research (NCOVR).  
Carnegie Mellon University—Pittsburgh, PA.
- Instructor/Teaching Assistant, August 1995-June 1997. Washington State University---Pullman,  
WA--Department of Sociology.
- Assistant to the Editor, *Criminology*; January 1993-August 1995. Washington State University—Pullman,  
WA--Department of Sociology.
- Research Assistant, August 1991-December 1992. Center for the Study of Marital Roles. Washington State  
University—Pullman, WA.

### **Employment History—Concurrent Appointments/Consulting**

- Director, Institute for Social Research (ISR), Summer 2006-present. University of New Mexico.
- Director, NM Statistical Analysis Center (NMSAC), Spring 2006-present. University of New Mexico,  
Institute for Social Research.

### **Professional Recognition and Honors**

- Gunter Starkey Teaching Award, 2004-2005. University of New Mexico, Arts and Sciences.
- Outstanding Teacher of the Year Award--Honorable Mention. 2002. University of New Mexico Center for  
Advancement of Scholarship, Teaching, and Learning.

### **Scholarly Achievements**

#### ***Refereed Journal Articles:***

- Broidy, Lisa M., Jerry Daday, Cameron Crandall, and David Sklar, *forthcoming*. Exploring Demographic,  
Structural, and Behavioral Overlap Among Homicide Offenders and Victims. *Homicide Studies*.
- Jerry, Gerhard, Lisa M. Broidy, Cameron Crandall, and David Sklar 2005. Individual, Neighborhood, and  
Situational Factors Associated with Violent Victimization and Offending. *Criminal Justice Studies*.  
18(3): 215-235.
- Crandall, Cameron, Jost, Peter, Broidy, Lisa, Daday, Jerry and Sklar, David, 2004. Previous Emergency  
Department Use Among Homicide Victims and Offenders: A Case Control Study. *Annals of  
Emergency Medicine*. 44:646-655.
- Cauffman, Elizabeth, Alex Piquero, Lisa Broidy, Dorothy Espelage and Paul Mazerolle. 2004. Heterogeneity  
in the association between social-emotional adjustment profiles and deviant behavior among male and  
female serious juvenile offenders. *International Journal of Offender Therapy and Comparative  
Criminology*. 48: 235-252.
- Hunnicut, Gwen and Broidy, Lisa M. 2004. Liberation and economic marginalization: A reformation and test  
of (formerly?) competing models. *Journal of Research in Crime and Delinquency*. 41:130-155.
- Broidy, Lisa M., Elizabeth Cauffman, Dorothy Espelage, Alex Piquero, and Paul Mazerolle. 2003. Sex

- Differences in Empathy and its Relation to Juvenile Offending. *Violence and Victims*. 18:203-516.
- Espelage, Dorothy, Elizabeth Cauffman, Lisa M. Broidy, Paul Mazerolle, Alex Piquero, and Hans A. Steiner, 2003. Cluster Analytic Investigation of MMPI profiles of serious male and female juvenile offenders. *Journal of the American Academy of Child and Adolescent Psychiatry*. 42:770-777.
- Broidy, Lisa M., Daniel S. Nagin, Richard E. Tremblay, Bobby Brame, Kenneth Dodge, David Fergusson, John Horwood, Rolf Loeber, Robert Laird, Donald Lynam, and Terrie Moffitt, 2003. Developmental trajectories of childhood disruptive behavior disorders and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*. 39:222-245.
- Bushway, Shawn, Alex Piquero, Lisa M. Broidy, Paul Mazerolle, and Elizabeth Cauffman, 2001. An Empirical Framework for Studying Desistance as a Process. *Criminology*. 39: 491-516.
- Broidy, Lisa M., 2001. A Test of General Strain Theory. *Criminology*. 39:9-36.

**Book Chapters:**

- Cauffman, Elizabeth, Lisa M. Broidy and Alex Piquero, forthcoming. Pathways to Girls' Offending. In *Gender Differences in the Causes and Correlates of Delinquency*. OJJDP Girls' Study Group.
- Steffensmeier, Darrel and Lisa M. Broidy, 2001. Explaining Female Offending. Pp. 111-134 in *Women, Crime, and Criminal Justice: Contemporary Issues*. Lynne Goodstein (ed.). Los Angeles: Roxbury Press.

**Encyclopedia Entries:**

- Broidy, Lisa M., 2000. Age and deviance. Pp. 14-16 in *Encyclopedia of Criminology and Deviant Behavior*. Bryant, C.D. (ed.), Philadelphia: Taylor & Francis.
- Broidy, Lisa M., 1999. Childhood developmental factors associated with violence. Pp. 402-403 in *Encyclopedia of Violence in the United States*. Gottesman, R. (ed.). New York: Charles Scribner and Sons.

**Research Funding:**

- New Mexico Criminal History Capacity Building Project. Lisa Broidy (PI) and Tim Wadsworth (co-PI). *Bureau of Justice Statistics/JRSA*. May 1, 2006-April 30, 2007. (\$49,558).
- Evaluating the Deterrent Effect of Domestic Violence Orders of Protection. Lisa Broidy (PI) and Tim Wadsworth (co-PI). *Bureau of Justice Statistics/JRSA*. June 1, 2006-May 31, 2007. (\$50,000).
- Incident-Based Reporting Data Analysis – Travel to Violence. Lisa Broidy (PI) and Tim Wadsworth (co-PI). *Bureau of Justice Statistics/JRSA*. April 15, 2006-March 31, 2007. (\$4,788).
- Weed and Seed Year 2 Evaluation Project. Principal Investigators: Lisa Broidy (PI) and Tim Wadsworth (co-PI). *Grant from City of Albuquerque*. January 2006-June 2006. (\$14,000).
- Feasibility and development of an alcohol intervention model for violence-involved emergency department patients. Cameron Crandall (PI) and Lisa Broidy (co-PI). *Grant from the Southwest Alcohol Research Research Group (SARG)*. January 2006-December 2006. \$20,000.
- Emergency Department Utilization Among a Cohort of Homicide Arrestees and Victims.  
Lisa M. Broidy, Principal Investigator. *University of New Mexico RAC grant*. April 2001- Sept. 2001. \$3,560.
- Understanding the Female Offender  
Lisa M. Broidy, Principal Investigator and Elizabeth Cauffman, Co-Principal Investigator.  
*National Institute of Justice*. November 2001-September 2004. \$195,655.
- Strategic Approaches to Community Safety Initiative (SACSI)—Albuquerque  
Paul Steele, Principal Investigator and Lisa M. Broidy, Co-Principal Investigator. *National Institute of Justice*. November 1, 2000 – October 31, 2002. \$229,993.

## ASSOCIATE PROFESSOR ROBERT A. FIALA

### Educational History

Ph.D., 1984, Stanford University, Stanford, CA.  
M.A., 1973, San Jose State University, San Jose, CA.  
B.A., 1968, California State University, Los Angeles, CA  
A.A., 1966, East Los Angeles College, Los Angeles, CA.

### Employment History - principal positions since Ph.D. degree

Assistant to Associate Professor of Sociology, University of New Mexico, 1984-Present.

### Employment History - concurrent temporary or visiting appointments, consultantships

Director, Institute for Social Research, University of New Mexico, 1993-July, 1996.  
Director, Center for Data Collection and Analysis, Institute for Social Research, University of New Mexico, June, 1995- January, 1997.  
Graduate Director, Department of Sociology, University of New Mexico, 1989-1995.  
Associate Chair, Department of Sociology, University of New Mexico, 1992-1993  
Acting Instructor of Sociology, Department of Sociology, Stanford University, 1982-1983.  
Consultant for the Association for the Study of Socio-economic and Juridical Studies, 1983.  
San Francisco, CA.  
Research Assistant, National Opinion Research Center (NORC), 1981. Chicago, ILL.

### Publications and Scholarly Work

Fiala, Robert. 2006.

"Educational Ideology and the School Curriculum." Pp. 1-20 in *School Curricula for Global Citizenship. Comparative and Historical Perspectives on Educational Contents*. Edited by Aaron Benavot and Cecilia Braslavsky. Hong Kong: Springer.

\_\_\_\_\_ and Susan Tiano. 2003.

"Maquila Employment and Fertility in Mexicali, Mexico: A Study of the Dynamics of Productive and Reproductive Relations. Research Paper Series No. 39, Latin American Institute, University of New Mexico.

\_\_\_\_\_. 2000.

"Postindustrial Society." Pp. 2195-2205 in the *Encyclopedia of Sociology*, second edition. Edited by Edgar F. Borgatta and Rhonda J.V. Montgomery. New York: Macmillan Reference USA, 2000. An earlier version appeared in the first edition of the *Encyclopedia of Sociology*, 1992.

\_\_\_\_\_. 1992a.

Studies in the New International Comparative Political Economy. Guest editor for special Issue of *Sociological Perspectives* (Official Journal of the Pacific Sociological Association). Greenwich, CN: JAI Press, 205 pages, 1992.

\_\_\_\_\_. 1992b.

"Varieties of Expression in the New International Comparative Political Economy." *Sociological Perspectives* 35:205-215.

\_\_\_\_\_. 1992c..

"The International System, Labor Force Structure, and the Growth and Distribution of National Income, 1950-1980." *Sociological Perspectives* 35:249-282.

\_\_\_\_\_ and Susan Tiano. 1991.



"The World View of Export Processing Workers in Northern Mexico: A Study of Women, Consciousness, and the New International Division of Labor." *Studies in Comparative International Development* 26:3-27.

\_\_\_\_\_. Gary LaFree. 1988.

"Cross-national Determinants of Child Homicide." *American Sociological Review* 53:432-445.

\_\_\_\_\_. 1987.

"Labor Force Structure and the Size Distribution of Income Within Countries, 1960-1980." *International Studies Quarterly* 31:403-422.

\_\_\_\_\_, Audri Gordon Lanford. 1987.

"Educational Ideology and the World Education Revolution, 1950-1970." *Comparative Education Review* 31: 315-332.

\_\_\_\_\_, and David Kamens. 1986.

"Urban Growth and the World Polity in the Nineteenth and Twentieth Centuries." *Studies in Comparative International Development* 21:23-35.

\_\_\_\_\_, Francisco Ramirez. 1984.

"Dependence, Service Sector Growth, and Economic Development in Lesser Developed Countries." *Comparative Social Research* 7:399-426.

\_\_\_\_\_. 1983.

"Inequality and the Service Sector in Lesser Developed Countries: A Reanalysis and Respecification." *American Sociological Review* 48:421-427.

### **Under Revision**

Robert Fiala and Mary Beth Howe. "Process Matters: Disputant Satisfaction in Mediated Civil Cases." Reviewed by Law & Society. Under revision for re-submission elsewhere.

### **Advisement, 2000 - Present**

Dissertation advisement (10)

Ph.D. exam advisement (10)

M.A. thesis advisement (7)

### **Committees, 2000 - Present**

Undergraduate Committee chair, (3 years) and member (1)

A&S Undergraduate Committee (4 years) and special committees on undergraduate education

### **Teaching**

Over 10 different courses. Mass lectures of Soc. 101 for over ten years. Current focus on sociological theory, classical and contemporary, undergraduate and graduate.

## ASSOCIATE PROFESSOR JANE C. HOOD

### EDUCATION

B.A. with honors in History (1965), University of Wisconsin-Madison  
Ph.D in Sociology (1980), University of Michigan

### EMPLOYMENT HISTORY

Associate Professor of Sociology. University of New Mexico (1988-present) .  
Assistant Professor of Sociology. University of New Mexico (1985-1988).  
Assistant Professor of Sociology. University of Wisconsin-Milwaukee (1980-85).  
Instructor in Sociology. University of Wisconsin-Milwaukee (1978-1980).  
Graduate Assistant. University of Michigan (1968-78).  
Instructor, Sociology and Anthropology. University of Wisconsin-Marinette (1966-68).

### HONORS

Burlington Northern Faculty Achievement Award, 1987 (UNM).

### Research Interests

1) gender, work, and family, 2) qualitative methods and non-probability sampling, and 3) "the literacy crisis," and links between reading failure and juvenile delinquency.

### PUBLICATIONS

#### Refereed Publications

"Teaching against textbook myths: The case of qualitative methods," forthcoming in *Teaching Sociology*, July 2006.

The power of gametes versus the tyranny of master narratives: Commentary□,  
*Symbolic Interaction*. 25 (1): 33-39 (2002).

"Case study analysis", p.73 in Encyclopedia of Feminist Theories, ed. Lorraine Code (Routledge, 2000)

"Cult of domesticity", pp.143-144 in Encyclopedia of Feminist Theories, ed. Lorraine Code (Routledge, 2000)

Jane C. Hood (with Stephen Rollins), "Some didn't call it hate: Multiple accounts of the Zimmerman Library incident," *Violence against Women*, 1 (3):228-240 (1995).

Jane C. Hood and Patsy L. Duphorne, "To report or not to report: Nurses' attitudes towards reporting co-workers suspected of substance abuse," *The Journal of Drug issues*. 25 (2):313-339 (1995)

"From night to day: Timing and the management of custodial work." *Journal of Contemporary Ethnography* (formerly *Urban Life*), 17:96-116 (1988). Reprinted in D. Harper and Helene M. Lawson, eds. The Cultural Study of Work, Oxford UK: Roman and Littlefield (2003):246-250.

"The Provider Role: Its Meaning and Measurement." *Journal of Marriage and the Family*, 48:349-359 (1986). Table 3 reprinted in J. Bigner, Parent-Child Relations: An Introduction to Parenting. New York: MacMillan, 1989.

Jane C. Hood\* and Nancy Milazzo. "Shiftwork, Stress and Wellbeing." *Personnel Administrator*, 29:95-105 (1984). Figure 13.6 reprinted in L. Schoenfeldt, C. Fischer and J. Shaw, Human Resource Management. Boston, Houghton-Mifflin, 1989.

Jane C. Hood\* and Susan Golden. "Beating time/making time: The impact of work scheduling on men's family roles." *Family Coordinator* (now *Family Relations*), 28:575-582 (1979). Reprinted in P. Voydanoff (ed.) Work and Family: Changing Roles of Men and Women. Palo Alto, CA: Mayfield (1983) and in Carol Auster (ed.) The Sociology of Work: Concepts and Cases. Beverly Hills, CA: Pine Forge Press (1996).

#### Books

Men, Work and Family an edited research annual Beverly Hills, CA: Sage (1993, 1997).  
Becoming A Two-Job Family. New York: Praeger, 1983.

#### Book Chapters

"Introduction," ix-xiv in Jane C. Hood (ed.) Men, Work, and Family. Beverly Hills, CA: Sage, 1993.

"Balancing Work and Single Fatherhood," with Geoffrey Greif and Alfred DeMaris, pp. 176-194 in Jane C. Hood (ed) Men, Work, and Family. Beverly Hills, CA: Sage, 1993.

"Let's Get a Girl: Male Bonding Rituals in America," a revised and expanded version of "Why Our Society Is Rape-Prone (NYT-Op/Ed, May 16, 1989) pp. 364-370 in Michael Kimmel and Michael Messner (eds) Men's Lives. New York: MacMillan, 1992; pp. 307-311 in the third edition, 1995; pp. 431-436 in the fourth edition, 1998.

"The Caretakers: Keeping the Area Up and the Family Together," pp. 93-107 in Anne Statham, E. Miller and H. Mauksch (eds.), The Worth of Women's Work: Integrating Qualitative Research. Albany, N.Y.: SUNY, Albany Press, 1988.

"The Lone Scholar Myth," pp. 111-125 in Mary Frank Fox (ed.) Scholarly Writing and Publishing: Issues, Problems, Solutions. Boulder, CO: Westview, 1985.

## ASSOCIATE PROFESSOR ROBERTO A. IBARRA

### Education

- 1976- Ph.D. Social/Cultural Anthropology, University of Wisconsin-Madison  
1972 - M.A. Social/Cultural Anthropology, University of Wisconsin-Madison  
1969 - B.A. Sociology and Anthropology, Northern Illinois University

### Positions

- October 2002 to present - Associate Professor Sociology, University of New Mexico.  
July 2001 to present - Senior Consultant, Ibis Consulting Group, Waltham MA & New Mexico.  
July 2001 - Assistant Vice Chancellor for Academic Affairs, Emeritus, UW-Madison.  
1976-81 Assistant Professor, Anthropology, - Fort Lewis College, Durango, CO. Promoted to Associate Professor with tenure, Fall, 1983. (on leave 1983-84)

### Administrative Experience (UNM)

- July 2004 to July 2005 - Special Assistant to the Provost for Diversity Initiatives -- Academic and Student Affairs, the University of New Mexico.  
July 2002-04 - Special Assistant to the President for Diversity Initiatives -- Academic Affairs, The University of New Mexico.

### College and University Service (UNM)

- 2005-2006 - Curriculum Committee, Department of Sociology  
- Criminology Faculty Search Committee -- Department of Sociology  
- Academic Program Review -- Self-Study (assist department chair)  
2002- 2005 - Various Workshops on Diversity -- on campus and local community events.  
2004 & 05 - Search Committees -- Director of Office of Equal Opportunity (twice)  
2004 - Special Committees -- Chair Strategic Planning Metrics Group for Diversity  
2004-05 - Diversity Leadership Council - Member of the Board, Co-Chair 2005, Albuquerque, NM.

### Funded Research, Field Work and Other Projects:

2004 -- Multicontextuality, Unity and Diversity in a Pluralistic Society -- Convener and co-chair, symposium hosted by the UNM Office of Diversity and funded by the UNM Ford Foundation research project, September 17-19, 2004, La Posada Hotel, Albuquerque NM.

2003-06 Creating an American Research University for the 21<sup>st</sup> Century: Multicontextuality and Higher Education -- Funded by the Ford Foundation; Higher Education, Knowledge and Religion Section.

### Publications

#### Books and Monographs

- 2001 Beyond Affirmative Action: Reframing the Context of Higher Education. The University of Wisconsin Press, Madison, WI.  
1996 Latino Experiences in Graduate Education: Implications for Change. Monograph VII Enhancing the Minority Presence in Graduate Education VII, pp.75, Washington, D.C.: The Council of Graduate Schools.

### Book Chapters, Reviews and Contributions

- 2006 "Campus Diversity in Transformation." *Anthropology News*, 47: 2, pg. 29, February.  
2005 Examining Gender-Related Differential Item Functioning using Insights from Psychometric and Multicontext Theory. With Allan S. Cohen. In Ann M. Gallagher and James C. Kaufman, eds. Mind the Gap: Gender Differences in Mathematics. Chapter 7, Section 3: pp. 353-420, Cognitive Psychology. Cambridge University Press.

- 2004 Academic Success and the Latino Family. In Raul Ybarra and Nancy Lopez eds. Creating Alternative Discourses in the Education of Latinos and Latinas. New York, NY: Peter Lang Publishing. pp. 113-132.
- 2003a The Latina/o Faculty and the Tenure Process in Cultural Context. In Jeanett Castellanos and Lee Jones, Eds. Majority in the Minority: Expanding the Representation of Latina/o Faculty, Administrators, and Students in Higher Education, pp. 207-219, Stylus, Alexandria, VA.
- 2003b "Affirmative Action is Still Alive, but is It Enough?" *Anthropology News*, 44 (6): 8.
- 2002 "The Quest for Equity in Higher Education: Toward New Paradigms in an Evolving Affirmative Action Era." Beverly Lindsay and Manuel J. Justiz, Eds. SUNY Press (2001). Book review in Teachers College Record, Vol.104:5, August, pp. 946-948.
- 2001 "Enhancing Diversity in Scholarly Publishing." *The AAUP Exchange*, Fall, pp. 2-5. New York: American Association of University Presses. [<http://www.aaupnet.org>]
- 2001 "At the Crossroads of Cultural Change in Higher Education." NACME Journal 2001-2002, Fall, pp. 58-66. New York: National Action Council of Minorities in Engineering.
- 2000 Shaping American Values: The Legacy of Social Organization in a Norwegian American Farm Community. In Bernard P. Wong, ed. Family, Kin and Community: A Contemporary Reader. Pp. 169-187, Dubuque, Iowa: Kendall/Hunt Publishing.

#### **Peer Reviewed Articles and Refereed Proceedings**

- 2004 Characteristics of Mathematics Items Associated with Gender DIF. Li, Y., Cohen, A.S., Ibarra, R.A. *International Journal of Testing*, Vol. 4(2), 115-136.

#### **Solicited Papers:**

- 2005 "A Place to Belong: The Library as Prototype for Context Diversity." Invited paper Assoc. of College and Research Libraries (ACRL) 12<sup>th</sup> Annual Meeting, Minneapolis, MN.
- 2004 "The World of Multicontextuality and Diversity." Paper presented at the symposium, Multicontextuality, Unity and Diversity in a Pluralistic Society – hosted by the UNM Office for Diversity, and funded by the UNM Ford Foundation research project, September 17-19, 2004, La Posada Hotel, Albuquerque NM.
- 2004 "Some Observations on Examining Differential Item Functioning In Standardized Tests." Allan S. Cohen, University of Georgia and Roberto A. Ibarra, The University of New Mexico. Paper presented at the symposium, Multicontextuality, Unity and Diversity in a Pluralistic Society – hosted by the UNM Office for Diversity, and funded by the UNM Ford Foundation research project, September 17-19, 2004, La Posada Hotel, Albuquerque NM.
- 2003 "Characteristics of Mathematics Items Associated with Gender DIF" with Li, Yammei, and Allan S. Cohen. American Educational Research Association Annual Meeting, Methods in Educational Research, Division D, April 21, 2003, Chicago Ill.

#### **Conferences, Special Presentations & Workshops**

- "Context Diversity as Framework for Transforming Higher Education" Invited presentation, New England Resource Center for Higher Education (NERCHE) All Think Tank Meeting, 4/25/06, University of Massachusetts-Boston, MA.
- "Theory and Research on Context Diversity and Multicontextuality" Invited presentation and workshops for the Office of the Vice Provost for Faculty Development, March 29-30, 2006, University of New Mexico.

## ASSOCIATE PROFESSOR JOHN M. ROBERTS

PhD, Cornell University, Sociology, 1992

### Recent Publications

- In press J. M. Roberts, Jr., & G. Chick. Culture and behavior: Applying log-linear models for transitions between offices in a Mexican festival system. *Social Science Research*.
- In press J. M. Roberts, Jr., & D. D. Brewer. Estimating the prevalence of male clients of prostitute women in Vancouver with a simple capture-recapture method. *Journal of the Royal Statistical Society A (Statistics in Society)*. [Accompanying software available for downloading at [www.interscientific.net/instr.html](http://www.interscientific.net/instr.html)]
- In press D. D. Brewer, R. B. Rothenberg, S. Q. Muth, J. M. Roberts, Jr., & J. J. Potterat. Agreement in reported sexual partnership dates and implications for studying concurrency. *Sexually Transmitted Diseases*.
- 2003 J. M. Roberts, Jr. Testing the cascade model for food webs. *Journal of Agricultural, Biological, and Environmental Statistics* 8, 196-204.
- 2002 J. M. Roberts, Jr. Connections between A. K. Romney's analyses of endogamy and other developments in log-linear models and network analysis. *Social Networks* 24, 185-199.
- 2001 J. M. Roberts, Jr., & D. D. Brewer. Measures and tests for heaping in discrete quantitative distributions. *Journal of Applied Statistics* 28, 887-896. [Accompanying software available for downloading at [www.interscientific.net/instr.html](http://www.interscientific.net/instr.html)]
- 2001 [book review] J. M. Roberts, Jr. Review of *Small Worlds* by D. J. Watts. *Contemporary Sociology* 30, 209-210.
- 2000 D. D. Brewer, J. J. Potterat, S. B. Garrett, S. Q. Muth, J. M. Roberts, Jr., D. Kasprzyk, D. E. Montano, & W. W. Darrow. Prostitution and the sex discrepancy in reported number of sexual partners. *Proceedings of the National Academy of Sciences* 97, 12385-12388. [Supplementary Material posted at [www.pnas.org](http://www.pnas.org).]
- 2000 J. M. Roberts, Jr. Simple methods for simulating sociomatrices with given marginal totals. *Social Networks* 22, 273-283.
- 2000 J. M. Roberts, Jr. Correspondence analysis of two mode network data. *Social Networks* 22, 65-72.

### Research Funding

- 2005 T. Wadsworth, PI, J. M. Roberts, Jr., Co-PI. When missing data are not missing: A new approach to evaluating SHR imputation strategies. National Institute of Justice, 7/1/05 - 6/30/06, \$30,918.
- 2003 A. Roberts, PI, J. M. Roberts, Jr., Co-PI. Police innovations and the structure of informal communication between police agencies: Network and LEMAS data. National Institute of Justice, 7/1/03 - 6/30/04 (extended to 12/31/05), \$29,890.
- 2003 *Consultant on:* D. D. Brewer, PI. Clients of prostitute women: Deterrence, prevalence, characteristics, and violence. National Institute of Justice, 9/03 - 8/05, (\$20,800 of salary over span of project).

### Recent Conference Presentations

- 2005 D. D. Brewer, J. A. Dudek, S. Q. Muth, J. M. Roberts, Jr., & J. J. Potterat. Comparative profile of violent clients of prostitute women. Presented at 8<sup>th</sup> International Investigative Psychology Conference, London.
- 2005 J. M. Roberts, Jr. & D. D. Brewer. A simple and versatile capture-recapture method for "one-sample" data, with applications. Invited presentation at Center for Statistics and the Social Sciences, University of Washington.

- 2005 D. D. Brewer, S. Q. Muth, J. A. Dudek, J. J. Potterat, & J. M. Roberts, Jr. Geographic profiles of violent clients of prostitute women and clients overall. Presented at National Institute of Justice's 8<sup>th</sup> Annual Crime Mapping Research Conference, Savannah, GA.
- 2005 A. Roberts & J. M. Roberts, Jr. Informal communication between police agencies. Presented at meeting of International Network for Social Network Analysis, Redondo Beach, CA.
- 2004 D. D. Brewer, J. M. Roberts, Jr. S. Q. Muth, & J. J. Potterat. Prevalence of clients of prostitute women in North America. Presented at meeting of American Society of Criminology, Nashville. *authorship changed after conference program released; revised version presented at 2005 meeting of International Network for Social Network Analysis.*
- 2004 D. D. Brewer, S. Q. Muth, J. J. Potterat, & J. M. Roberts, Jr. Assessing the specific deterrent effect of arrest for patronizing a prostitute. Presented at meeting of American Society of Criminology, Nashville. *authorship changed after conference program released.*
- 2004 J. M. Roberts, Jr. & G. Chick. Transitions between offices in the San Rafael *Cargo* system. Presented at meeting of the Society for Cross-Cultural Research, San Jose.

#### Recent Award

- University of New Mexico Regents' Lecturer, 2003-2006  
 National Science Foundation Graduate Fellowship (1987, 3 year award)

#### Memberships

- American Sociological Association  
 International Network for Social Network Analysis  
 Society for Cross-Cultural Research

#### Service

- Manuscript reviews for *Social Networks*, *Journal of Quantitative Anthropology*, *American Anthropologist*, *Proceedings of the National Academy of Sciences*, *Sociological Methods and Research*, *Sociological Inquiry*, *American Sociological Review*, *Cross-Cultural Research*, *Social Forces*, *Social Science Research*, *Animal Behaviour*, Sage Publications (book)
- Proposal reviews for National Science Foundation, CUNY Collaborative Research Initiative
- University's Official Representative to Inter-University Consortium for Political and Social Research (ICPSR), 1994 - 1999
- Member, Faculty Senate, 2000-2002
- Member, Senate Graduate Committee, 2003-2004
- Social Science Area Representative, Society for Cross-Cultural Research, 2002 - 2005
- Elected to Department Executive Committee, 1997-98, 1998-99, 2001-02, 2004-05, 2005-06
- Associate Chair, Department of Sociology, 2002 - 2004
- Chair, Department Graduate Committee 2002 - present; Co-chair 2001 - 02

## ASSISTANT PROFESSOR ANDREW SCHIRANK

### Academic Employment

Assistant Professor, Department of Sociology, University of New Mexico, August 2005–  
Assistant Professor, Department of Sociology, Yale University, July 2001–July 2005  
Assistant Professor, Department of Political Science, University of Miami, August 2000–July 2001  
Visiting Lecturer, Department of Sociology, University of Illinois-Chicago, August 1999–May 2000

### Education

Ph.D.	University of Wisconsin-Madison	Sociology	2000
Thesis: <i>Urban Bias, Hinterland Response: Social Organization and Export Diversification in the Dominican Republic</i> . Committee: Stephen Bunker (chair); Alberto Palloni; Gay Seidman; Russ Middleton; and Paul Hutcheroff			
M.S.	University of Wisconsin-Madison	Sociology	1997
B.A.	University of Michigan-Ann Arbor	History (high honors)	1990

### Honors, Awards and Fellowships

#### Yale University

Edward J. and Dorothy Clarke Kempf Fund, "The Software Industry in the Developing World," 2003-2004 (conference funding), \$10,000;  
Center for Comparative Research supplementary funding of \$2,770.  
Social Science Research Committee, "Export Processing Zones in the Caribbean Basin," \$4,500, 2003-2004

#### University of Miami

James W. McLamore Summer Research Award, 2001 (declined).

#### University of Wisconsin-Madison

Award for Excellence in Teaching by a Lecturer, 1998.  
Fulbright/Institute of International Education Dissertation Fellowship, 1997-1998.  
MacArthur Foundation/Global Studies Research Program Fellowship, 1993-1994.  
National Science Foundation Graduate Fellowship, 1992-1993; 1994-1996.  
Social Science Research Council International Predissertation Fellowship, 1991-1992.  
University Fellowship, 1990-1991.  
Completed preliminary examinations in demography and the sociology of economic change with distinction, 1993 and 1994.

#### University of Michigan-Ann Arbor: Graduated with high honors, 1990

#### Articles

- "Credit Where Credit Is Due: Open Economy Industrial Policy and Export Diversification in Latin America and the Caribbean." *Politics & Society* 33 (December) 2005. Co-authored with Marcus Kurtz, the Ohio State University.
- "Entrepreneurship, Export Diversification, and Economic Reform: The Birth of a 'Developmental Community' in the Dominican Republic." *Comparative Politics* 38 (October) 2005.
- "Los retos para el desarrollo de la industria del software." *Comercio Exterior*. 55 (9) 2005. Co-authored with Michael Piore and Clemente Ruiz Durán.
- "With a Little Help from My Friends: Partisan Politics, Transnational Alliances, and Labor Rights in Latin America." *Comparative Political Studies* 38 (8) 2005. Co-authored with M. Victoria Murillo, Columbia University.
- "The Political Economy of Intellectual Property Protection: The Case of Software." *International Studies Quarterly* 49 (1) 2005. Co-authored with Marcus Kurtz, the Ohio State University, and Kenneth Shadlen, the London School of Economics.
- "Ready-to-Wear Development? Foreign Investment, Technology Transfer, and Learning-by-Watching



- in the Apparel Trade.” *Social Forces* 83 (1) 2004.
- “Foreign investors, ‘flying geese,’ and the limits to export-led industrialization in the Dominican Republic.” *Theory & Society* 32 (4) 2003.
- “Commerce and Conflict: The U.S. Effort to Counter Terrorism with Trade May Backfire.” *Middle East Policy* X (3) 2003. Co-authored with Pete Moore, University of Miami.
- “Luring, Learning, and Lobbying: The Limits to Capital Mobility in the Dominican Republic.” *Studies in Comparative International Development* 37 (4) 2003.
- “Export Processing Zones: Free Market Islands or Bridges to Structural Transformation?.” *Development Policy Review* 19 (2) 2001.

### **Book Chapters**

- “Case-Based Research.” Pp. 21-38 in Ellen Perecman and Sara R. Curran, eds., *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*. Beverly Hills: Sage, 2006.
- “The Case Study and Causal Inference.” Pp. 169-174 in Ellen Perecman and Sara R. Curran, eds., *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*. Beverly Hills: Sage, 2006.
- Concluding Remarks.” Pp. 217-225 in Ellen Perecman and Sara R. Curran, eds., *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*. Beverly Hills: Sage, 2006.
- “Conquering, Comprador, or Competitive? The National Bourgeoisie in the Developing World.” Pp. 91-120 in Frederick Buttel and Philip McMichael, eds., *Research in Rural Sociology and Development Volume 11: New Directions in the Sociology of Global Development*. Amsterdam: JAI/Elsevier Science, 2005.
- “Peasants, Planters, and the Predatory State: Export Diversification in the Dominican Republic, 1970-2000.” Pp. 356-376 in Paul Ciccantell, Gay Seidman, and David Smith, eds., *Research in Rural Sociology and Development Volume 10: Nature, Raw Materials, and Political Economy*. Amsterdam: JAI/Elsevier Science, 2005.
- “Introduction to the Dominican Economy.” Pp. 49-50 in Anne Gallin, Ruth Glasser, and Jocelyn Santana, eds., *Caribbean Connections: The Dominican Republic*. Washington: Teaching for Change, 2005.
- “The Free Trade Zones.” Pp. 52-53 in Anne Gallin, Ruth Glasser, and Jocelyn Santana, eds., *Caribbean Connections: The Dominican Republic*. Washington: Teaching for Change, 2005.
- “Summary of the US Team.” Pp. 333-340 in Mitsuhiro Kagami and Masatsugu Tsuji, eds., *Industrial Agglomeration: Facts and Lessons for Developing Countries*. Chiba: Institute for Developing Economies, 2003.
- “The Software Industry in North America: Human Capital, International Migration, and Foreign Trade.” Pp. 341-364 in Mitsuhiro Kagami and Masatsugu Tsuji, eds., *Industrial Agglomeration: Facts and Lessons for Developing Countries*. Chiba: Institute for Developing Economies, 2003.

### **Work Under Review**

A. Roberts. "Predictors of Homicide Clearance by Arrest: An Event History Analysis of NIBRS Incidents."

A. Roberts. "The Influences of Incident and Contextual Characteristics on Crime Clearance of Robbery, Rape, and Aggravated Assault: A Multilevel Event History Analysis."

A. Roberts and J. M. Roberts. "The Structure of Informal Communication between Police Agencies."

A. Roberts and J.M. Roberts. "Network Influences on Policing Innovation."

### **Honors and Awards**

Dissertation passed with "Distinction" by dissertation committee

Summer fellowship from Bureau of Justice Statistics (tuition and stipend of \$2,500) for Quantitative Analysis of Crime and Criminal Justice course at Inter-University Consortium for Political and Social Research (ICPSR).

Summer fellowship from Department of Health and Human Services (tuition and stipend) for Using Early Head Start Data workshop at ICPSR.

### **Computer and Statistical Skills**

Proficiency in SAS (data management and advanced statistical procedures)

Proficiency in SPSS (data management and advanced statistical procedures)

Knowledge of regression and regression diagnostics (including generalized least squares, methods for time-series, fixed and random effects models for pooled time-series data, and structural equations), principal component and factor analysis, logistic and Poisson regression, log-linear models for contingency tables, and hierarchical models.

### C. Faculty Areas of Expertise

With the central place of the criminology major in the undergraduate curriculum, criminology understandably represents a major area of research expertise. Associate Professor Lisa Broidy and Assistant Professors Tim Wadsworth and Christopher Lyons define aspects and issues in criminology as their primary, if not exclusive, areas of research. Visiting Assistant Professor Aki Roberts also conducts work in criminological issues. Associate Professor Richard Wood contributes to criminology research in the Department.

The Department claims comparative research as a major specialty area. Professors Richard Coughlin and Susan Tiano, Associate Professors Robert Fiala and Roberto Ibarra, and Assistant Professor Andrew Schrank conduct comparisons of countries on a number of themes, including social welfare/welfare state (Coughlin), women in the labor force (Tiano), education (Fiala, Ibarra), world culture (Huaco), and political economy (Schrank). Making the Department unique is an ability to analyze globalization in terms of its differential effects on certain categories of people, particularly women and minorities. To take one example, Tiano conducts work on the global escalation of female labor force participation and the dramatic decline of male economic activity, significant changes that have great implications at every level, from individual, through household and community, to nation state. Schrank examines globalization-related transformations in technological investment, export processing, and the state. Waitzkin analyzes health delivery systems in the United States and Mexico/Central America. In the last decade, Ibarra has been studying the rapidly growing web-based distance learning, for-profit, universities such as Walden University, which has 22 international campuses and still growing.

In short, the Department has expertise in what are considered some "big issues" involved in globalization: the state; the global labor force (and the educational and other human capital issues that prepare people for economic participation), in combination with the lower order substantive areas such as the gender division of labor, and the ways gender, class, and ethnicity mediate the impacts of globalization on specific populations.

While all area specialties in comparative sociology must now include an understanding of the dynamics of globalization, an overlapping strength of the Department's efforts lie in the study of Latin America. Particular faculty have expertise in Mexico (Tiano), the Dominican Republic and Central America (Schrank), Cuba and Argentina (Valdes). Aki Roberts adds to our area studies expertise with work on crime in Japan.

Overlapping some of these areas is the Department's emphasis on the American Southwest, the sociology of Latinos, and race/ethnic relations. It is probably the case that departments across the country, particularly in public institutions, will have faculty who examine conditions and issues in the immediate environment. At that, New Mexico provides an extraordinary multi-cultural laboratory, including long-standing Hispanics, Apaches, Navajos, Pueblos, and Latino immigrants, as well older European migrant populations. In this regard, the Department aspires to address the conditions of its unique state while having the capability to address broader social issues and topics applicable to other states, regions, and countries. Thus, with respect to Native American research, issues of health/well being (May and Waitzkin), and socio-economic development (Coughlin) appears as major research endeavors.

The Hispanic/Latino population draws considerable interest among our faculty. The development of ethnopolitical identity and collective action (Gonzales), educational disparities

(López), critical theory in Latino/a diversity (Ibarra), health service (Waitzkin), labor on the borderlands (Tiano) and suicide (Wadsworth), are examples of the work that is being conducted on Southwestern Hispanic groups. The Department also examines other Latino nationality groups in other sections of the United States, including Caribbean groups in New York (López), and Cubans in Florida (Valdes). The growing interest on Latino issues has led to the establishment of a Latino Studies Task Force in the Department to develop joint projects such as anthologies, conference panels, etc.

Other areas of research interest in the Department include gender and family (Hood), work and organizations (Burris), social movements, religion, democracy (Wood), U. S. social welfare (Coughlin), network analysis (J. Roberts), and diversity issues in, and the structure of, higher education (Ibarra, Burris), and classical theory (Huaco).

Department faculty are contributing to leading research debates in the discipline: Waitzkin to the organization of medicine in the United States; López to the critical issues of Latino educational achievement; Wood to the nature of contemporary social movements and religion; Ibarra to higher education public policy; Tiano to women and labor in Latin America; J. Roberts to mathematical sociology; and Broidy and Wadsworth to the causes of crime, to name a few examples.

#### **D. Teaching Assignment Patterns**

Teaching assignments are defined for individual faculty at the time of their hiring in the Department. The Department chair holds responsibility for setting teaching schedules two semesters in advance. The criminology faculty work with the chair to insure that the core courses for criminology majors and minors are insured. Because of their importance in the curriculum, certain faculty have been brought on to go beyond their specialty areas and assist in providing the necessary sections in theory and methods. Some personnel and resource constraints limit the amount of experimental training, or the teaching of new courses. All faculty are available to do independent, one-on-one, study, and certain faculty carry particularly high loads of independent study students. Faculty are also on call to supervise departmental honors students.

#### **E. Publications (peer-reviewed, non-peer-reviewed)**

The Department's faculty publishes in a spectrum of outlets. In the last five years, several faculty have come out with book monographs (López, Wood, Waitzkin, Ibarra, Gonzales, May), and a couple have produced edited anthologies (López, Gonzales [forthcoming]). Other faculty books were published prior to this period (Hood, Tiano, Ibarra, Coughlin, May). Over the years, and within the last five years, our faculty have done credibly well publishing in the top-rated sociology and criminology journals including the *American Sociological Review* (Huaco, Fiala, Useem), *Social Forces* (Wadsworth, Schrank), *Sociological Theory* (Wood), and *Criminology* (Broidy, Wadsworth, A. Roberts).

A preliminary study published in *Footnotes*, the American Sociological Association newsletter, in 2000 offers some indication of the general level of productivity among the Department's faculty. The researchers examined the affiliation of all faculty in graduate departments of sociology as reported in the Guide to Graduate Departments and then tabulated for each individual their contributions to the *American Sociological Review*, the *American*

Journal of Sociology, and Social Forces. All refereed contributions were then tabulated and a 2.0 weight was divided equally among all authors. In the rankings that came out of this exercise, Sociology at UNM ranked 40th. Prestige rankings based on article production studies offer limited assessments of departments within the discipline, as the authors acknowledge (Jones et al. 2000). Nevertheless, the findings provide a rough sense of our faculty's output and contributions to issues of major relevance to sociology.

The mid-level sociology and criminology journals in which UNM Sociology faculty have published include *Sociological Perspectives* (Fiala, Wadsworth), *Theory and Society* (Schrack), *Social Science Journal* (Tiano, Gonzales), *(Sociological Focus* (Wadsworth), *Politics & Society* (Schrack), *The Sociological Quarterly* (Huaco), *Symbolic Interaction* (Hood), and others. Our criminology faculty in particular (Broidy and Wadsworth) publish in the *Journal of Research in Crime and Delinquency*, the *Journal of Quantitative Criminology*, and *Justice Quarterly*.

Considerable publishing occurs in specialty journals, including *Development Policy Review*; *Violence and Victims*; *International Journal of Epidemiology*; *Race, Ethnicity and Education*; *Homicide Studies*; *Hispanic Journal of Behavioral Sciences*; *Comparative Education Review*; *Violence against Women*; *Sociology of Art and Literature*; *International Journal of Sociology and Social Policy*, the *Journal of Borderlands Studies*, to sample randomly. Others have published in distinguished specialty journals outside the discipline, such as the *International Journal of Testing*. Moreover, the Department faculty publish considerable chapters in edited anthologies. The abbreviated vitae above indicate at least 60 chapters in edited volumes of various types.

#### F. Presentations, Exhibits, and Other Creative Works

Invited Presentations, last five years:

- **J. Roberts:** Center for Statistics and the Social Sciences, University of Washington.
- Broidy, "Trauma and Violence Histories of Homicide Victims and Offenders" at the UNM Masters in Public Health Epidemiology Seminar Series, and "Gender and Crime" at the UNM. Law & Society Colloquium Series;
- **Wadsworth:** "Hispanic Suicide in U.S. Metropolitan Areas," to the Sociology Department at the University of Washington, and, "Employment, Crime and Context," to the National Institute of Justice.
- **Wood:** Culture Workshop, Northwestern University; Kennedy School of Government, Harvard University; Organizations Workshop, University of California at Berkeley; National Research Conference, National Institute of Justice; Religion & Immigration Workshop, University of Southern California; Department of Sociology, Loyola University at Chicago; Rockefeller Institute, SUNY-Albany; Working Group on Community Organizing, Brown University; Bishop Bernard J. Flanagan Lecture on Religion and Public Life, Holy Cross College; multiple presentations for national groups of clergy, professional organizers, and foundation staff).
- **Burris:** "Approaching the Study of Higher Education: Theoretical and Methodological Considerations," invited lecture, Center for the Study of Higher Education, University of Arizona, March 2001; Workshop on the "Changing Public Research University", 2002 American Assn. of Higher Education Meeting, Mt. Snow, VT: July 2002;

- **Tiano:** "Research on Women Workers in Thailand: From Dissertation to Publishable Manuscript," Book Manuscript Workshop, Baldy Center for Law and Social Policy, SUNY Buffalo, April 2005; "Gender, Ideology, and Recruitment: The Case of the Mexican Maquiladora Industry, Tel Aviv University, Tel Aviv, Israel, November, 1999.
- **Valdes:** "Educational Travel to Cuba: Social Trends, Practical Lessons and the Future" 17 annual Educational Travel Conference in Washington, D.C., February 8, 2003; Presented paper on "La experiencia de Cuba-L Direct y el rastreo de información en Internet: Modelo para organizaciones con pocos recursos," III Congreso Internacional Cultura y Desarrollo, Havana, Cuba on June 11, 2003. "Internet y la Revolución Cuba (2001-2004): Una presentación en tiempo real desde Cuba," Association for the Study of the Cuban Economy, Miami, Florida (first time in the history of the US and Cuba that a paper was presented from Havana to an academic conference in Cuba, August 5, 2004 (Miami, Florida and Havana, Cuba); Lecture on "Cuba: Out of the Special Period and Foreign Policy Implications," California Polytechnical University - Pomona, May 4, 2005.
- **Fiala:** asked to participate in a symposium at Stanford University sponsored by UNESCO as part of their Education for All initiative; presented research on world level ideological themes regarding education.
- **Ibarra:** New England Resource Center for Higher Education; and the Association of College and Research Libraries; National Campus Compact Annual Directors Retreat; W.E.B. Du Bois Library, University of Massachusetts Amherst; New Hampshire Campus Compact Conference; the Association of American Colleges and Universities; the South Western Regional Conference of the College and University Professional Association for Human Resources.
- **Schrank:** Since coming to UNM, invited to give talks at the Sam Nunn School at Georgia Tech, the Woodrow Wilson School at Princeton, the Department of Sociology at Duke, and the Ministry of Labor and Social Security in Argentina. Over the past five years, done the same at Princeton (again), the Massachusetts Institute of Technology (twice), Brown, Penn, Wisconsin, Ohio State, Columbia (twice), and la Universidad Nacional Autónoma de México in Mexico City.

All faculty are members of sociology, criminology, and other social science or education professional associations. Budgetary considerations permitting, the Department provides support for faculty to present papers at association conferences. In the last five years, all faculty have reported on their research at one or more conference. Most faculty belong to the American Sociological Association and/or the American Society of Criminology. Other Associations drawing faculty memberships include the Pacific Sociological Association, the Society for the Study of Social Problems, the Western Social Science Association, the American Anthropological Association, and others.

### **G. Student advising and mentoring**

Primary undergraduate advisement (requirements, scheduling, etc.) is handled by the Department staff advisor. Faculty advisement of undergraduates takes place in relation to particular courses,

independent study, internships, AKD, and research assistantships. Specific advisement goes with faculty sponsorship of Sociology Honors. The faculty Chair of the Graduate Committee serves as the Department Graduate Advisor, providing information on the progress of individual graduate students and advising on the scheduling of course requirements, comprehensive examinations, master's theses and doctoral dissertations. Individual faculty also provide advisement to graduate students as they supervise M.A. theses and dissertations. Faculty provide important career advisement to Ph.D. students completing their dissertations and preparing to enter the academic job market.

#### **H. Leadership and governance roles**

The Department Rules of Governance set out the responsibilities of the Department officers (chair, associate chair, executive committee), standing committees (Curriculum, Graduate, Recruitment, Undergraduate, Research and Computer Use), their responsibilities and duties, voting membership, and meetings. The Rules do not specify the terms of chairs or how they are to be selected; the Department follows custom in the College of Arts and Sciences which assumes four years as the standard chair's term. To fill a vacancy in the chair's position, the Department calls for nominations and holds an election of all the qualified voting members of the faculty (all whose permanent tenure appointment, or full-time lecture position, is entirely in the Department). The Department permits a second consecutive term with the consent of the majority of the voting faculty.

The chairperson serves as the executive officer of the Department; follows the duties and prerogatives of chairs specified in the Faculty Handbook of the University; supervises Department programs; formulates policies for faculty vote; holds responsibility for implementing programs and policies decided by the voting faculty; and appoints the associate chair, and chairs and members of the Curriculum, Undergraduate and Graduate Committees. The chair must consult with the faculty, both individually and collectively, weighing faculty opinion on administrative issues, and representing the Department's interest based on his/ her own professional and administrative judgment.

A new departmental Executive Committee is constituted each year. It's five members consist of the Department chairperson (serving as committee chair), the associate chair (ex-officio), and one representative of each faculty rank (full, associate, assistant) who are elected in a spring semester poll. Among its various duties, the Committee reviews faculty files for the determination of yearly salary increases, and considers problems, or issues, of a departmental nature brought to its attention by the faculty.

The chairperson also names the faculty members, including the chair, of Curriculum (CC), Undergraduate (UC), Graduate (GC), and Research/Computer Use (RCC) Committees. The chairs of the UC and the GC pay supplementary administrative compensation. These committees have specific responsibilities. The CC reviews and recommends the introduction of new courses, reviews existing courses to recommend whether they should remain in the catalog, and reviews/recommends major and minor requirements for undergraduates for the graduate curriculum. The GC reviews applications for admission to the Department graduate program; determines, with the chair, admissions of graduate candidates; reviews applications for financial aid, and, with the chair, makes departmental nominations for fellowships and appointments of

assistants; schedules an annual review by the faculty of the progress of each graduate student enrolled in the Department program. The chair of the GC serves as the Graduate Advisor. The RCC advises the chairperson and faculty on departmental acquisition of computer hardware/software; use of departmental computers and facilities; and assignment of computer hardware to faculty. As needed, it also advises on and coordinates research, and evaluates research proposals prepared by faculty or students in the Department.

#### **I. Major awards, recognitions and honors received in past five years**

- **J. Roberts:** University of New Mexico Regents' Lecturer, 2003-2006.
- **Broidy:** Gunter Starkey Award for Teaching Excellence, UNM College of Arts & Sciences, 2004-2005.
- **Wood:** Best Book award in the sociology of religion by the American Sociological Association (for *Faith in Action: Religion, Race, and Democratic Organizing in America*) 2003.
- **Valdes:** awarded Executive Director of the Fundación Amistad at Duke University, 2003--2004.
- **Schrank:** the Edward J. and Dorothy Clarke Kempf Fund Award, 2005.
- **Waitzkin:** (1) John Simon Guggenheim Memorial Foundation Fellow, 2002-2003; (2) Jonathan Mann Award for Lifetime Commitment to Public Health and Social Justice Issues, New Mexico Public Health Association, April 2003.
- **Burris:** Who's Who in America, 2004.
- **May:** (1) Who's Who in Education, 2004; (2) The Student Service Award, Faculty Category, The University of New Mexico, 2002; (3) Certificate of Appreciation, The Robert Wood Johnson Foundation, in recognition of valuable contributions to the Healthy Nations Initiative, 2002.
- **Useem** (with Jack A. Goldstone): "best essay" award from the Political Sociology and the Social Movements/Collective Behavior sections of the American Sociological Association for an article published in the *American Sociological Review*.
- **Wadsworth:** Gunter Starkey Award for Teaching Excellence, UNM College of Arts & Sciences, 2006-07.
- **Ibarra:** Honorary Doctor of Humane Letters at Walden University, 2006.

The Department faculty generate major research awards and grants, not all of which are recorded in the vitae section above. Following is a sampling of grants in which faculty have served as principal investigators in the past five years:

- **Broidy:** (1) with T. Wadsworth, New Mexico Criminal History Capacity Building Project, *Bureau of Justice Statistics/JRSA*. May 1, 2006-April 30, 2007. (\$49,558); (2) with T. Wadsworth, Evaluating the Deterrent Effect of Domestic Violence Orders of Protection. *Bureau of Justice Statistics/JRSA*. June 1, 2006-May 31, 2007. (\$50,000); (3) with Elizabeth Cauffman, *National Institute of Justice*, Nov. 2001-Sept. 2004, \$195,655.
- **Waitzkin:** (1) National Library of Medicine, 1G08 LM06688, "Enhanced Access to Latin American Social Medicine." \$487,480 over 3 years, funded 2000-2004. (2) National



- Institute of Mental Health, "New Mexico Mentorship and Education Program." \$323,822 over 2 years, funded 1999-2001; refunded for \$484,890 over 3 additional years, 2002-2005; assigned "high program priority" by NIMH National Advisory Mental Health Council; refunded for \$1,232,029 over 5 years, 2005-2010; (3) National Institute of Mental Health, "Mental Health Services and Global Trade," \$150,000, 2003-2005.
- **Wadsworth:** (1) National Institute of Justice Grant GMS Award 2005-IJ-CX-000 (\$30,918), 2005. (2) with J. Roberts. "When Missing Data Aren't Missing: A New Approach to Evaluating SHR Imputation Strategies."
  - **Wood:** (1) Nexus: Religion in the Public University (August 2005 to May 2006 \$33,521) The Louisville Institute; (2) Islam and Democracy (2003-2006: \$124,451); (3) Middle East Program, Cooperative Monitoring Center, Sandia National Laboratories, U.S. Department of Energy; Congregational Development and Community Organizing (May 2002 to March 2004: \$101,365, Ford Foundation and Interfaith Funders;
  - **Valdes:** "Cuba Electronic Information Collaboration Project," \$150,000, Ford Foundation.
  - **J. Roberts:** (1) with T. Wadsworth, "When missing data are not missing," National Institute of Justice, \$30,918, (2005); (2) with A. Roberts, "Police innovations and the structure of informal communication between police agencies," National Institute of Justice, 7/1/03 - 6/30/04 (extended to 12/31/05), \$29,890, 2003.
  - **Ibarra:** "Creating an American Research University for the 21<sup>st</sup> Century: Multicontextuality and Higher Education, \$400,000, Ford Foundation, 2003-05, extended to 9/30/06.

#### **J. Practices and policies regarding strategic planning for faculty hires**

The strategy for conducting tenure track faculty hires is guided by the need to maintain the Department's core programs. Faculty hires in recent years were thus determined by vacancies in criminology, comparative sociology, and race/ethnicity, areas of either high credit hour enrollment or of significance to the graduate program. This practice is reinforced by policies of the College of Arts and Sciences which have tended to require justification of requests for faculty hires based on their centrality to the unit's mission and goals.

This policy has led to long term vacancies in areas which are of interest to faculty and which may, or may not, represent courses in the curriculum. An attempt was made to correct such a condition in Spring 2006 when the faculty submitted a request for the hiring of a candidate whose work lay in one or more of the following areas: political sociology, social movements, inequality/stratification, organizations, and/or criminology.

#### **K. Retiring faculty and/or roles for emeriti faculty**

The Department makes every effort to retain the involvement of retired faculty. Some constraints exist; for example, it has not been possible to provide office space for retired faculty who remain in the area. On the other hand, retired faculty are eligible to channel research grants through the Institute for Social Research and receive the title of research professor. For such cases (e.g., Steele, Useem), the Institute provides sufficient facilities for carrying out the grants.

#### **L. Faculty involvement in interdisciplinary or cross-unit academic programs**

The Sociology faculty at UNM carry out a robust commitment to interdisciplinary and cross-unit service. Historically, for example, the Department has provided important leadership service through joint appointments (Gilbert Merckx, director of the Latin American Studies program 1981-01; Susan Tiano, associate director of Latin American Studies program, 1985-87; Phillip May, director Center on Alcoholism, Substance Abuse, and Addictions, 1990 - 1999, 2000-02, associate director, 2002 - 2004, and interim director, Mar. - Sept. 2004; Felipe Gonzales, director of the Southwest Hispanic Research Institute, 1996-2002; Tiano, acting director of Women Studies, 1992-'93). At present, Associate Professor Richard Wood is serving a half-time appointment as director of the Religious Studies Program (including Nexus: Religion in the Public University lecture series). In addition, Associate Professor Arthur St. George has a full-time appointment as Manager of Advanced Communications Technologies at the Computer and Information Resources and Technology. Moreover, Professor Howard Waitzkin's appointment is shared with the BA/MD program (which recruits New Mexico undergraduates for a pre-medical school track) administered by the College of Arts & Sciences and the UNM Medical School. Finally, Professor Philip May is Senior Research Scientist at CASAA.

Joint faculty appointments are also represented in the Department's interdisciplinary record. Professor May is also Professor of Family and Community Medicine. Professor Waitzkin teaches in the Masters in Public Health Program in the Department of Family and Community Medicine in the Health Sciences.

Sociology faculty also participate as associates of various research and student-service institutes. The Latin American and Iberian Studies Program draws considerable Sociology participation. Professors Valdes, Tiano, Wood, Lopez, Gonzales, Waitzkin, and Schrank participate in LAII's Faculty Concilium, Interdisciplinary Committee on Latin American Studies, Grants & Awards Committee. Waitzkin also works with patients in Internal Medicine at Health Sciences. Professors López and Gonzales are faculty associates of the Southwest Hispanic Research Institute, serving on the research and executive committees respectively. López is also a faculty associate of the UNM Women Studies program. Gonzales is a member of the Peace Studies Program Committee. Professor Broidy has a guest association with the Emergency Medical Department and Public Health.

Our faculty regularly sit on the M.A. theses and Ph.D. dissertation committees of students in other departments. For example, Professor Fiala has been a reader for examinations in Latin American Studies for students were specializing in sociology; Ph.D. committee member in Anthropology; M.A. committee member in Architecture and Planning; main B.A. thesis advisor for an anthropology student; faculty representative for the International Programs program. Professor Hood often sits on Anthropology Ph.D. committees as the methodologist; gets many students from a variety of departments in her qualitative data analysis course; sits on committees for students in Communications and sometimes College of Education. Professor Gonzales serves on committees for students in American Studies, Family Studies in the College of Education, and History. Professor Burris does interdisciplinary course on work the University Honors Program. The cross-listing, or approval, of Sociology courses with other academic units also occurs, e.g., Women's Studies and the European Studies majors/minor (Professors Hood, Tiano, Coughlin).

Professors Ibarra, Lopez, Coughlin, Fiala, as well as a number of our contingent faculty, have participated in University College's Freshmen Academic Choices (FAC) programs. They have taught Soc. 101 in three FAC programs: Freshman Learning Communities, the Freshmen Interest Groups, and the Freshman Introductory Studies Communities. The way these work, our instructors teach the regular Soc. 101 section and another instructor, not necessarily associated with our discipline offers a tandem section associated with some aspect of the course, e.g., writing, reading or some related career interest such as criminal justice or law enforcement.

Research in conjunction with other units on campus also represents an important interdisciplinary activity for Sociology faculty. The National Center for Atmospheric Research (NCAR) has invited Professor Ibarra to present a special diversity workshop for the executive team and division directors on NCAR in September 2006 as a preliminary step prior to developing a plan for training and implementing the new Context Diversity model within the entire organization. All of Professor May's research grants are interdisciplinary in public health, and the COR undergraduate training program which he directs is interdisciplinary (sociology, psychology, biology, chemistry, pharmacy, neuroscience, anthropology, and political science).

#### **M. Faculty workload analysis**

As the Department's faculty workload philosophy (1991, revised 1996) states, we seek to "encourage an equitable distribution of the tasks that must be performed to meet Department obligations and goals [while assuming] that each faculty member has different strengths and weaknesses and that flexibility is highly desirable in terms of assessing faculty contributions to the Department." The workload policy contains two main parts. First, it defines core contributions to the Department normatively, i.e., contributions so basic that every faculty member, regardless of personal strengths or references, will normally be expected to fulfill them. Second, it sets out elective contributions which are meant to allow flexibility and allow faculty members to accentuate their strengths. As the policy statement reads, "Following the faculty handbook, both core and elective contributions are further divided into research, teaching, and service areas."

In practice, the Department's main mechanism for implementing the core and elective contributions consists of two parts. One is a questionnaire in the fall which asks faculty to indicate the courses they intend to teach for the following academic year. To permit faculty to meet the requirements of tenure and post-tenure at a Carnegie Extensive University, the Department makes two courses per semester the normative teaching load for regular faculty (a larger load is permissible under some circumstances). The Department chairperson coordinates the teaching requests to insure coverage of required courses for all the degree programs, and an equitable distribution of graduate seminars.

The second control on workload distribution occurs during the annual faculty evaluations at the end of each academic year and in relation to salary adjustments. Each regular faculty member (with the exception of the Department chairperson) is evaluated in the areas of research (40%), teaching (40%), and service (20%). The evaluation of research takes into consideration the faculty member's publication record, both quantity and quality, for the previous three calendar years. The teaching evaluation turns on student evaluations, course innovations, number of graduate student committees, etc. Service focuses on departmental duties (2 standing

committees expected for tenured faculty, 1 for junior faculty), but also considers service to the University and the profession. Faculty scores are used to determine the distribution of funds given the Department for salary increases, but also serves as a check on workload performance. In addition, the Faculty Handbook and the College of Arts and Sciences requires that tenured faculty undergo post-tenure review. That review requires that each faculty member submit a plan to meet her/his following year's research, teaching, and service programs. The Department Executive Committee evaluates the plan (measured against the previous year's plan). If necessary, the committee makes recommendation for both the successful completion of the plan and to insure a fair and equitable distribution of workload.

#### **N. Support for faculty development**

The Department provides various kinds of support for faculty development. Budget permitting, the Department provides full support for the presentation of a research paper at an academic conference. If desired, the faculty member may apply all or part of this allowance for other research purposes. In years of particularly strong budgets, the Department can provide partial support for subsequent conference trips. For tenured faculty, the Department chair entertains applications for sabbaticals, and will nominate meritorious applications to the College of Arts and Sciences. The Department assists its faculty members access to the resources that the College of Arts and Sciences makes available for faculty development (international travel support, purchase of reprints, etc.).

Tenure-track junior faculty are given special consideration in the form of (1) at point of hiring, support for start-up packages (computer equipment, research travel, etc), and research semesters; (2) reduced departmental service (one, rather than the standard two, standing committees); (3) annual meetings with the chair to review progress toward mid-probationary and tenure evaluations, which involve recommendations on how to maximize academic development.

In addition, as indicated in Section I-I above, the Institute for Social Research provides an important facility for faculty research development.

#### **O. Policy for use of contingent faculty**

Contingent or part-time instructors (PTIs) make up approximately 40% of the entire faculty on UNM main campus. In Spring 2006, the Sociology Department contracted with thirteen contingent faculty to teach twenty-eight classes which happened to be evenly divided between lower and upper-division course offerings (see Appendix, Table 11). Although this population constitutes 38% of the total faculty in the Department, these figures are still lower than either the campus average (by two percentage points) or the national average (by 12 percentage points) for contingent faculty instructors contracted last year. On the UNM main campus, only 41% of the contingent faculty have Ph.D.s or other terminal degrees. In the Department nearly all of the part-time instructors have terminal degrees in their fields, which reflects positively on the well educated pool of instructors who contribute directly to the quality of teaching in the Department. Two of the part-time faculty represent a more traditional usage of contingent instructors as community professionals who teach only one class per term and in a specialty field. One PTI has been the motivating force in restoring the Peace Studies program, but also teaches regular undergraduate courses. The rest of the contingent faculty teach regular offerings at the

undergraduate level. Their affiliation with the Department varies greatly between only one semester of teaching to more than ten years (in the case of one former graduate student).

Some characteristics stand out about this group of instructors. A few are recent graduates of the doctoral program who have not yet found jobs at other institutions. One is a recent graduate who has a full time job with another college. One is a former graduate who left a tenure-track position elsewhere to return to New Mexico for personal reasons, and one is a graduate who is currently a graduate student with another program. Most have attachments to the community. Two of the current part-time instructors have retired from other institutions. Most, who are not either fully employed elsewhere or receiving retirement income, supplement their UNM income from teaching with other jobs or other teaching.

In addition to holding conversations with other PTI's regarding their input to this self-study, contingent faculty also conducted a survey through the Department to which nine (about 70%) of the part-time instructors responded. Their experience, briefly described here, is similar to non-regular faculty nationwide. There is a high level of commitment to their students and the quality of their teaching with most indicating they make a special effort to keep up with pedagogical training and refresher courses. They also expressed feelings of marginalization and dissatisfaction with pay and lack of benefits. Even though they felt compensation was poor, most agreed that the work load and time allotted for course work was sufficient. However, the definition of one course as a .25 FTE requiring 10 hours of work a week was viewed as insufficient for new course preparation.

On the issues of marginalization and standing in the Department, contingent faculty are very conscious of their lack of job security, and second-class status. The lack of summer work, which goes to regular faculty or graduate students first, is seen as a hardship by many contingent instructors. PTI's who were former graduate students in the Department are aware they are paid less than graduate students, who also receive medical benefits that are not available to part-time faculty. Although the Sociology Department pays more (\$3,000 per course) compared to the campus average (\$2,500 per course), all respondents felt the pay was far too low for their expertise. While most PTI's felt that the chair and the administrative staff were very helpful, they also noted that they are never invited to faculty meetings and most felt that their integration into the Department was fragmentary or partial. The two PTI's who are retired faculty were especially adamant that part-timers need to be included in both the structural and psychological benefits that are normally afforded regular faculty. Several respondents mentioned that they liked the Department, liked working here and hoped for some form of full-time employment. However, like most part-time instructors in academia, contingent faculty in the Department recognize that traditional faculty hiring practices can be barriers to a career ladder in their home departments, which, for them, reflects an abandonment of the traditional worker/employer contract.

Within the Sociology Department, contingent faculty are very active professionally and in the community. Part-time faculty tend to be more invested in local communities, often as long-time residents. As a result, contingent faculty in the Department provide important service to the community, which research institutions frequently do not perceive as their primary mission. Part-time instructors in the Department publish regularly, attend conferences or organize them,

and a few are actively involved in current research. Lacking financial support for non-instructional activities, their involvement shows a high level of dedication to the work.

The Sociology Department employs two part-time instructors who have been very active on campus and in state government with issues of contingent faculty in higher education. About four years ago, the American Association of University Professors (AAUP), which has a local chapter on UNM main campus, recruited these members to take on contingent faculty issues here in New Mexico. The local chapter of the AAUP created a contingent faculty committee that has grown in size from the initial two members to about seven members including both contingent and regular faculty. The committee meets with university administrators and discusses issues and possible solutions for non-regular faculty. This committee also introduced two memorials with the state legislature and is preparing a PTI bill for the future. The two sociology part-time faculty members also serve on national committees with the AAUP.

The placement of contingent faculty in the Department, like most other departments in the division is governed, as well as limited and constrained, by the policies, structures and resources of the College of Arts and Sciences and the state system of funding PTI's. Nevertheless, some positive developments attempt to address the needs and concerns of part-time instructors in the Department. The Department chair has taken an interest in departmental PTI issues. He holds on-going conversations with the dean about PTI issues, and is providing opportunities for contingent faculty to present their concerns at faculty meetings and other events. Professor Burris, past Faculty Senate President and Associate Department Chair, also has been a strong supporter of PTI issues in the Department as well as across the campus. The most important development last year was the progress made in reducing a major concern among PTI's: adequate office space. Overcrowded and cramped office conditions among PTI's were somewhat improved by the approval to convert underutilized departmental space into additional offices so that contingent faculty could at least have larger shared office space. The survey conducted by the contingent faculty for this self-study has provided important feedback for the Department faculty, and has created a channel of communication for PTI experiences and concerns. Given that success, these activities will be included in our annual assessment processes for improving departmental climate and culture.

#### **P. Faculty retention efforts**

Recent policy in the College of Arts & Sciences has favored retention of valued faculty. The Department's policy requires a faculty vote on whether or not counter offers should be extended to faculty who have offers at other institutions. Using a 5-point scale, the faculty recommend not only whether or not to offer a retention incentive, but the level of counter offer that it feels is merited in given cases. In the last five years, the faculty has successfully supported major counter offer extensions to three of its member colleagues.

## SECTION VII: FACILITIES AND RESOURCE BASES

### A. Support Staff

The main office staff consists of a department administrator, an academic advisor, an administrative assistant, and a work-study student. The division of labor among the staff encompasses the vast array of duties and tasks that arise in a department in a large research university. The Department administrator is responsible for the primary organizing of work schedules, assigning jobs, and overseeing work done by the staff. Other duties include: budget and payroll oversight; purchasing supplies and equipment; doing inventory; troubleshooting and maintaining the Department's 40+ computers and 20+ printers; organizing course schedules; assisting with course assignments for faculty, graduate student teaching assistants, and part-time faculty; catalog and curriculum form revisions; and advising undergraduate and graduate students. The Department administrator organizes the hiring of work-study students and staff (advertising, interviewing, supervising, all HR paperwork, and payroll). She also oversees the hiring of part-time faculty and regular faculty (advertising, preparing applicant folders, preparing itineraries for interviewees, and processing paperwork for contracts, special compensation, travel and other reimbursements).

The Department student advisor assists undergraduate students in planning their courses, evaluating transfer courses, preparing the degree check form and major declaration form, and attending meetings and functions to reach out to and disseminate information at Lobo Orientation, Select a Major Fair, and Albuquerque Technical Vocation Institute events. For graduate students she prepares the graduate student applicant files for spring and fall admission, prepares the paperwork for graduate student degrees, coordinates comprehensive exams, thesis and dissertation defenses, and advises students on courses and any paperwork that is needed. She attends advisor meetings and is the liaison for Arts and Sciences Advisement Office, Admissions, Office of Graduate Studies, and Records. She also maintains our departmental website.

The administrative assistant is a new employee. She is responsible for ordering textbooks and desk copies, and the printing of exams, syllabi, office hour postings, and handouts for courses. She prepares special reports and mailings. She supervises the work-study student in the absence of the Department administrator. As the liaison with the Bookstore Textbook Department, she is responsible for assisting faculty and instructors UNM textbook orders.

Each member of the office staff is provided with a desk station, fully equipped with relatively new computers, printers, clerical supplies, and multi-line telephone. The office equipment includes a fax machine and two photo-copying machines.

At the current size of the Departments instructional and student programs, this level of support is adequate. However, while sociology and criminology enrollments have increased significantly in the last ten years (described in Section V: Student Profile), the number of office staff members has remained constant. As a result, some strain arises during the weeks of peak student and course administration each semester. With the recent conversion over to a problem-plagued UNM Banner Information System for budget, finance, purchasing, registration, catalog and soon payroll, tasks require training and a great deal more time to prepare paperwork.

## **B. Space assignments for offices, student support services, and instruction**

Office of Institutional Research (OIR) data show that Sociology at UNM is assigned 6,782 square feet of office/conference space, 1,025 square feet of classroom space, and 614 square feet of open class laboratory (Appendix, Table 16). Department space includes a central office for support staff and departmental services, a chair's office, a reading room, an office for student advisement, a security room for confidential records, a faculty mail room, a large computer laboratory for graduate student use, a department commons, and a small storage room. As per contract, each faculty member is provided with his/her personal office, equipped with a computer, printer, telephone, book shelves, file cabinets, and clerical supplies. Office space is provided for graduate students and contract instructors who teach in the Department or assist an instructor. The computer lab is equipped with 10 computers, 2 printers, two work tables, clerical supplies, and a telephone. The Commons is used for a variety of purposes. It includes a sink, kitchen cabinet space, and a refrigerator and two microwave ovens for lunches and social gatherings. It also has a large table for evening seminars, academic colloquia, and faculty meetings. Two classrooms round out the departmental space allocation.

## **C. Other related campus and regional facilities**

There are also the facilities and resources headquartered at the Institute for Social Research (ISR).

*Staff.* ISR staff consists of a full-time office administrator, a half-time accountant, and an accountant (retired) who works one day a week. In addition, a student employee maintains ISR's servers and provides other hardware and software computer services.

*Offices.* ISR has 12 office spaces. They include a large reception/front office, four large offices with multiple workstations, and a room housing the servers. The space was renovated for ISR about a dozen years ago with high quality office equipment.

*Computers.* ISR operates both a primary and a backup server. A Symantec anti-virus system enforces a continuous filter on network traffic entering each ISR machine, searching for worms, viruses, and malware of any sort. The server also requires relatively frequent password changes and enforces numerous file-sharing policies. ISR has about 25-30 active workstations communicating with the server.

*Front Office Equipment.* In the front office/reception area are a high-volume color printer and a high-volume printer/copier, which are attached to the ISR network. Other equipment includes a high-speed fax machine and computers for three workstations.

*Funding.* Maintenance and provision of ISR is covered 100% by returned finance and administration sources.

## **D. Library collections and related educational resources**

The Department office allocation includes a small library/reading room stocked with classic and significant sociological books and monographs, introductory textbooks, and journals (*American Sociological Review*, *American Journal of Sociology*, and *Contemporary Sociology*). Professor Huaco oversees the Department library and serves as the Department's liaison to the University's main library.



### **E. Computing and technology resources**

Each regular faculty member is provided with a personal computer, which, budget permitting, the Department strives to up-date approximately every four years. The computer lab has approximately twelve computers, networked to a community printer, for graduate student and contingent faculty use. Maintenance of the computer equipment is an area of constant need, one that is not easily sustained across time. The Department has experimented with hiring a graduate student as the technician, but students matriculate and it is not always easy to replace those that have worked on the computers before. The office staff have considerable knowledge of the computers and are very helpful for trouble-shooting problems; however, this takes valuable time from their regular duties. As this reflects a cross-department issue, discussions among the Department and College staff are attempting to devise a satisfactory solution.

Finally, the Department has three notebook computers used by faculty for instructional and travel use. It also has one laptop projector, two television sets with VCRs, an overhead projector, three tape recorders, and a modest collection of department videos. In addition, such equipment can be checked out of the University's Audio-Visual Department for use in the classroom.

Mention should be made of the Banner Information System. This campus-wide system of digital storage and accessing is intended to make administrative tasks easier and more efficient. It will, no doubt, be successful when the kinks have been worked out. In the meantime, it is proving more time-consuming and frustrating for department productivity. A considerable amount of training is required to utilize it, especially for departmental staff, but increasingly for faculty as well. Moreover, the system is complex, with many basic administrative tasks, and is extremely cumbersome. Banner was meant to be a technological "resource;" however, the problems it thus far entails far outweigh its benefits and only adds to the burdens of maintaining efficiency in a complex, busy, departmental office.

### **F. Revenue generated and received by the unit**

The primary base of revenue is allocated to the Department by the College of Arts and Sciences through Instructional and General Funds (I&G) provided by the state legislature to the University. These funds cover the Department's core components: faculty and staff salaries, equipment, office supplies (phone lines, postage, etc.), support for faculty development, and graduate student assistantships. The total operating (non-salary) budget is approximately \$44,000 per year. A separate A&S account number provides for contingent faculty and special graduate student teaching assistantships (without tuition awards).

Additional monies come to the Department for faculty, graduate instructors, and contingent faculty teaching through the Evening and Weekend Programs (\$22,950 AY 05-06), and The Extended University (\$24,000 AY 05-06), covering costs for correspondence and some regular courses, as well as ITV satellite courses (\$6,000 AY 05-06). Additional instructional resources are offered for courses taught at Kirtland Air Force Base (\$6,000 Spring '05). Other instructional support is provided by the University College's Freshman Academic Choices program.

Additional revenues are generated from finance and administration (indirect) costs charged on faculty member research grants. These funds can range from year to year between \$14,000 and \$36,000.

#### **G. Current and projected costs**

The current budget permits the Department to cover non-core costs, such as conference trips for faculty and graduate students, and the Department's speaker's series. No changes in such costs or budget are anticipated at this time.

#### **H. Relation between the budget and the program's mission and goals**

The Department's mission and goals are set out on the assumption of essential institutional support from the New Mexico State Legislature and the College of Arts and Sciences. In one area, faculty replacements, the budget has not kept up with growth in student enrollments. According to our calculations, the Department should perhaps have two more regular faculty lines than it now has. This is related to what is generally considered the unsatisfactory salary levels of faculty at UNM. The history of this issue dates to the early 1990s, and previous eras of lowered funding from the state. At present, future support of overall academic programs from the state appear promising.

#### **I. Plan for dealing with increases or decreases in resources in the next 5 yrs.**

Plans for dealing with increases or decreases in resources are generally developed in conjunction with, if not directed by, the budgetary policies of the dean of the College of Arts and Sciences. Such plans are usually crystallized year-to-year based on the generally unpredictable character of the allocations to the University from the state legislature and governor.

#### **J. Extramural support**

Two endowments have been set up for the Department's use. The Christopher McGee Scholarship for Sociology Majors (market value = \$24,215, \$1096 available Spring '06) is used to support the sociology student(s) who write the best paper(s) of the year. The Miguel Korzeniewicz Endowment (\$14,807 market, \$670 available Spring '06) was established by the late Professor Miguel Korzeniewicz to support student and faculty research in comparative sociology. Finally, the Chair's Self-Supporting Accounts (\$3318 AY 05-06) is used for miscellaneous donations to the Department. These extramural accounts are administered by the Department chair in consultation with the faculty.

## SECTION VIII: PROGRAM COMPARISONS

### A. The Department and National Rankings

It may seem odd, but UNM's Sociology Department is not to be found in the major ranking of academic departments published by the National Research Council (NRC) in 1995. The reason, it appears, has to do with the fledgling state of the Department's Ph.D. program at the time that the NRC collected its data. To be included in the study, a department needed to have produced "at least three Ph.D.s between 1988 and 1990 and one Ph.D. in 1991," or, in the event that the institution did not produce one Ph.D. in 1991, "had a rating of 2.0 or better in that field in the [previous] 1982 study" (*Research-Doctorate Programs in the United States*, p. 17). While there was indeed one student to graduate with a Ph.D. in the Department in 1991, only two matriculated between 1988 and 1990. The Department thus missed the cut for inclusion in the massive 1995 NRC study by one graduate, even though its faculty were well under way in developing their research and publication agendas. UNM and its units were subsequently left out of a later NRC ranking through an administrative snafu.

It is important to note that for purposes of institutional and program comparisons, UNM is one of only three Research Extensive Universities officially designated as an Hispanic Serving Institutions (HSI) in the United States outside of Puerto Rico. Also, it has the distinction of being ranked first out of all 50 state flagship universities in the nation for having the largest Hispanic/Black/American Indian undergraduate enrollment, approximately 42% in 2001, according to data from the Postsecondary Education Newsletter (2001). The only other peer institutions that rank in the top 10 of all 50 flagship institutions based on minority undergraduate enrollments are the University of South Carolina ranked 3<sup>rd</sup> with 19.4% (nearly 23 percentage points less than UNM), the University of Arizona ranked 4<sup>th</sup> with 19.2%, the University of Oklahoma ranked 7<sup>th</sup> with 18%, and the University of Texas ranked 8<sup>th</sup> with 17% minority undergraduate enrollment. The HSI mission and the demographics of undergraduate student enrollment are very important factors to consider in comparing the UNM Sociology/Criminology program with similar programs among peer institutions.

### B. UNM Comparison with Sociology/Criminology Programs among Peer Institutions

Though the Department was not included in the national rankings, it progressed and developed a variety of areas of expertise, and grew a successful criminology program that now stands out in comparison to peer institutions. The UNM peer institutions are set by the New Mexico Commission of Higher Education (CHE) for establishing funding formulas and salary comparisons. The following 16 public institutions were chosen by the Commission as peer institutions because most of them have a similar mix of programs, are comparable in size, and their missions are close to that of UNM:

- University of Arizona
- University of Arkansas - Fayetteville
- University of Colorado - Boulder
- University of Iowa
- University of Kansas - Main
- University of Kentucky
- University of Missouri - Columbia
- University of Nebraska - Lincoln
- University of Oklahoma - Norman
- University of Oregon

University of South Carolina - Columbia  
 University of Tennessee - Knoxville  
 University of Texas - Austin  
 University of Utah  
 University of Virginia - Main  
 University of Washington

Only seven other sociology departments (see table below) among the 16 peer universities have a criminology major to UNM. For the purpose of comparing parallel programs, all of these departments are characterized by having a full criminology program for majors and minors, and by having a significant number of faculty or faculty with joint appointments specializing in teaching and research in criminology or criminal justice. Two others, the University of Missouri and University of Washington have substantial programs (i.e. at least two faculty and some courses), while the remainder have little or no commitment to criminology (i.e. faculty that teach some criminology but no program with majors or minors); therefore none of these will be included in the comparisons. The following sets of tables compare the UNM Sociology/Criminology programs with these seven peer departments with regard to students, degree production, numbers of faculty members, special programs and areas of expertise, and required courses in graduate programs.

UNM & PEER INSTITUTIONS WITH SOCIOLOGY/CRIMINOLOGY A MAJOR  
 Number of undergraduate majors, graduate students, and degrees awarded by department-2005

UNIVERSITY 2005	No. of Undergrad Majors	Undergrad Degrees Awarded	No. of Graduate Students (FTE)	Masters Degrees Awarded	Doctoral Degrees Awarded
UNM	801	125	40	5*	3*
COLORADO	793	146	65	4	9
IOWA	247	107	27	5	NA
KENTUCKY	280	NA	48	3	3
NEBRASKA	211	43	24	3	7
OKLAHOMA	801	NA	33	4	4
TENNESSEE	200	11	35	10 (total	for both)
TEXAS	538	NA	112	10	7

(source: *American Sociological Association 2006 Guide to Graduate Departments of Sociology*; this data may be different than UNM data in Appendixes). (\*= UNM Sociology Department records, 2006)

According to the *ASA Department Guide for 2006*, the UNM Sociology/Criminology Department ranks at the top among its peers and tied with the University of Oklahoma for the largest number of undergraduate majors (801), followed closely by the University of Colorado in 3<sup>rd</sup> place with 793 majors and the University of Texas-Austin (UT-Austin) in 4<sup>th</sup> place with 538 majors. Lacking sufficient data on the production of undergraduate degrees, one can only say that the University of Colorado awarded more undergraduate degrees (146) than UNM (125) in 2005. Comparing programs by the total number of graduate students, UNM ranks in 3<sup>rd</sup> place among its peers with 40 students preceded by Colorado in 2<sup>nd</sup> place with 65 students, and 1<sup>st</sup> place UT-Austin with 112 students. Comparing departments by the number of graduate degrees produced in 2005, again the data are insufficient, but it appears that the two graduate programs with the largest number of full-time graduate students produced the largest number of graduate degrees. Despite the smaller number of graduate students, the UNM Sociology/Criminology Department ranks in the top 5 among its peers in producing graduate degrees in 2005.

**UNM & PEER INSTITUTIONS WITH A SOCIOLOGY/CRIMINOLOGY MAJOR**  
Number of Full-time faculty by rank by department -2005

UNIVERSITY 2005	Full Professor	Associate Professor	Assistant Professor	Total Faculty
UNM	8	7	3	18
COLORADO	13	2	8	23
IOWA	5	3	10	18
KENTUCKY	4	4	0	8
NEBRASKA	6	3	3	12
OKLAHOMA	3	4	7	14
TENNESSEE	5	5	4	14
TEXAS	19	6	13	38

(source: *American Sociological Association 2006 Guide to Graduate Departments of Sociology*)

Comparing UNM with its peers in the total number of full-time faculty by rank, in the table above both Colorado and Texas are larger with the UT-Austin department in 1<sup>st</sup> place supporting over twice the number of faculty than UNM. Compared to other departments, UNM is tied with the University of Iowa for the third largest department by total faculty size, it is tied with Colorado for 2<sup>nd</sup> place for the number of tenured faculty and places near the bottom for the number of Assistant Professors among its peers. If the number of Assistant Professors is a prediction of growth and development, and the number of Full Professors a

potential measure of future retirements, then UNM needs to generate a future faculty recruiting and hiring strategy that will continue to make it competitive among its peers.

The other area of concern for most sociology departments in the U.S. is the cultural and gender diversity of their faculty members. The Department has a good number of full-time faculty from underrepresented populations (see Appendix, Tables 9, 10, 12), and compared to peer departments (see following table), UNM ranks in second place for cultural diversity with four Hispanic faculty. However, it needs to improve upon the ratio of female to male faculty members in hiring future faculty.

UNM & PEER INSTITUTIONS WITH A SOCIOLOGY/CRIMINOLOGY MAJOR  
Number of Tenured/Tenure Track Faculty by Ethnic/Racial Group by Gender by Department  
2005

UNIVERSITY 2005	Asian M/F Ratio	Black M/F Ratio	Hispanic M/F Ratio	Native American M/F Ratio	White M/F Ratio	Total Faculty	Total M/F Ratio
UNM	0	0	3/1	0	16/4	20	15/5
COLORADO	0	0/1	0/1	0	18/10	20	8/12
IOWA	1/0	1/0	0/1	0	13/7	16	8/8
KENTUCKY	0/1	0/2	1/0	0	12/5	16	8/8
NEBRASKA	0	0	1/1	0	12/8	14	5/9
OKLAHOMA	0	0	0	0	6/5	11	6/5
TENNESSEE	0/1	2/0	0	0	10/3	13	9/4
TEXAS	1/1	2/1	2/1	0	33/10	41	28/13

(source: "The Nelson Diversity Surveys" Nelson, D.J.: Norman, OK, 2005;  
[Http://cheminfo.chem.ou.edu/faculty/djn/diversity/top50.html](http://cheminfo.chem.ou.edu/faculty/djn/diversity/top50.html))

The difficulty in making comparisons with regard to special programs and areas of expertise, is the variety of departments with specializations that are intentionally developed to distinguish one department from others. For example, the University of Kentucky is the only department among the peer institutions that has established a niche for applied sociology. The table below compares a selected number of UNM special programs and areas of expertise with peer departments, and where possible, "other" programs are indicated to demonstrate the diversity of programs available among the various institutions. In addition to a successful criminology program, UNM stands out among its peers for its strength in comparative/historical programs, which includes expertise in Latin America that surpasses even the largest sociology department among the peers, UT-Austin.

UNM & PEER INSTITUTIONS WITH A SOCIOLOGY/CRIMINOLOGY MAJOR  
 Number of Full-time faculty with expertise in selected academic areas and special programs-  
 2005

UNIV 2005	Race Eth Minority Relations	Work Labor Markets	Comparative- Historical Other	Sex, Gender, Women	Education Other	Med- Health Other	Crim Law, Deviant Behavior
UNM	3	2	5 & Latin America 2	4	3	1	3
CO	4	0	0 Environmental Soc. 4	5	0 Demography 3	1	7
IOWA	3	3	0 Soc Psych. 2	4	0 Demography 2	0	5
KY	0	1	2	2	0 Applied Soc. 4	1	(No full- time faculty)
NEB	0	0	0	7	1	Soc. Of Health 3	2
OK	1	0 Demography 2	1	1	1	1	5
TN	3	0	3 Environmental Soc. 6	2	0 Political 4	1	3
TX	6	1	1 Latin America	8	1	Med 6 Health 3	8

source: *American Sociological Association 2006 Guide to Graduate Departments of Sociology*

**C. Distinctive Contributions and other Indicators of Program Value**

Comparing the quality of these programs is difficult because UNM data is not found in the national rankings. One way to indicate quality is to compare core elements of the graduate programs to provide some insight into the rigor of a departments academic program overall. This reflects indirectly on the quality of the undergraduate program as well. A scan of graduate Sociology program characteristics are presented in the following table:

If the combined number of required graduate level courses in theory, methods and statistics provides some measure of academic rigor, then UNM is equal to or above most peer institutions with regard to the total number of required courses for a Masters degree. Only UT-Austin requires an additional course for a combined total of five courses to complete a Masters degree, compared to four courses for completing a Masters degree among most other departments. For the doctoral program, UNM is among the top three for requiring the most number of courses for the degree.

While most departments require a combination of between 4 to 6 courses in these areas, Oklahoma, UT-Austin and UNM require seven. In terms of the required number of theory courses for the doctorate, both UNM and Texas require more, 3 and 4 respectively.

compared to 2 required theory courses for other programs in our peer institution comparison. Although most programs require only one or two methods courses for a doctoral degree, Iowa and Oklahoma require an additional course for a total of three statistics courses for the degree compared to only two at UNM. Overall, UNM compares well with comparable departments at peer institutions in regard to the rigor of graduate degree program requirements.

UNM & PEER INSTITUTIONS WITH A SOCIOLOGY/CRIMINOLOGY MAJOR  
 Number of required theory, methods and statistics courses by graduate degree program by department (2005-06)

UNIVERSITY	THEORY	METHODS	STATISTICS
UNM	M.A. 2 Ph.D. 3	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 2
COLORADO	M.A. NA Ph.D. 2	M.A. NA Ph.D. 1	M.A. NA Ph.D. 1
IOWA	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 1	M.A. 2 Ph.D. 3
KENTUCKY	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 1
NEBRASKA	M.A. 2 Ph.D. 2	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 1
OKLAHOMA	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 2	M.A. 2 Ph.D. 3
TENNESSEE	M.A. 2 Ph.D. 2	M.A. 1 Ph.D. 2	M.A. 1 Ph.D. 2
TEXAS	M.A. 2 Ph.D. 4	M.A. 1 Ph.D. 1	M.A. 2 Ph.D. 2

(Source: departmental websites.)

Another strategy for comparing parallel programs is to compare the quality and reputation of faculty in each program. Though somewhat subjective, the Department Criminology Task Force has generated a scan of information collected off the websites of programs among peer institutions for just such a comparison. The consensus from the task force is that among all the sociology departments in our peer institutions, the seven other departments with criminology majors can be differentiated into two groups based upon the quantity and quality of well-known senior criminologists in their programs. The first group, Iowa, Colorado, and UT-Austin, all have strong contingents of criminology faculty. Each of



them has two or more well-known faculty in the opinion of our criminology faculty. With the presence of these faculty, the departments would probably rank among the top 15 sociology departments with a criminology major. The UT-Austin criminology program stands out in this group for its larger number of faculty, and thus, their program would not provide a fair comparison with the UNM program. Within the second group of programs, Tennessee and Oklahoma are probably ranked higher than either Kentucky or Nebraska. Although each of them has a strong scholar or two, the programs are not known for their criminologists. Based on similar characteristics (of quantity and quality), the UNM criminology program probably ranks equal to or better than those in the second group, and our faculty perceive it is growing toward the stature and quality associated with the UT-Austin program.

The Department is becoming ever more integrated into the discipline at national and international levels. Its faculty are conducting cutting edge research and receiving awards for it. Graduate students are acquiring academic and professional jobs throughout the country. Based on anecdotal information relayed to the Department faculty, many of our undergraduate majors are going on to interesting and personally gratifying lines of work or advanced study. These points are illustrated in other portions of this study. Nevertheless, as the section on the Department's future mentions, there are some issues in the graduate program which the faculty plans to address.

## SECTION IX: UNIT'S FUTURE DIRECTION

### A. Primary strengths of the unit

For the question of future directions, the key strengths of the Department lie in two areas—its faculty and its criminology program:

- As a result of its policies regarding hires in a Research Extensive Institution, the Department has developed a strong cadre of faculty. Its members have made noteworthy achievements as primary researchers in their respective specialty areas, in their research programs, publications, and growing national reputations. (Note: The long comment below reflects on a “social inequality” focus as the general area of research strength in the Department.) Moreover, they are proven higher education instructors, the quality of their work with students indicated by the fact that four of them have won the College’s highest teaching award during the evaluation period, while others are in line for future nomination for teaching excellence awards.
- The Department’s criminology curriculum ranks among the best in the country. Its courses provide effective academic orientations on real-world issues. Student evaluations indicate a high degree of satisfaction with our criminology offerings.

### B. Plans for building on those strengths

- *Building on faculty strengths:* The Department will continue to support faculty development in research, teaching, and service. While we are still an aspiring program, the level of distinction being built by the faculty calls for an effort to enhance the Department’s national profile. Thus far—and as much by accident as any other reason—the Department has not figured in the national rankings. Of course, limits on size of a department affects its national rankings, for as Burriss (2004) finds, prestige of academic departments reflects “caste systems” and “prestige hierarchies” built on the exchange of Ph.D.’s in faculty hires among departments that have already established themselves as national leaders. Nevertheless, reputation based on national rankings forms an important criterion of success for academic departments, both in the discipline and for home institutions. This suggests the need for a plan with achievable objectives, such as a public relations initiative (e.g., sending the Department newsletter out nationally) to highlight our areas of strength and make us a better known quantity among sociologists throughout the country. The goal of building the Department’s reputation will also prove beneficial to our graduate program, which will, in turn, contribute to the Department’s growth and development.
- *Building on a strong curriculum:* One of the ways we plan to build on the criminology and sociology curricula is by creating a more substantial service-learning component. Since so many of our undergraduates work, it would be desirable (for them and us) to integrate their work experiences and their criminological/sociological course work more than what we have done to date. This could be done not only for criminology courses, but also for others: work/occupations, gender, social welfare, race/ethnicity, etc. This initiative would complement and deepen our overall course work by

integrating student intellectual development over and beyond academic credit for work experience.

### **C. Areas of concern**

Three areas of concern can be noted: the rate of enrollment among sociology majors; a shortage of sociology course offerings; and a waning diversity among graduate students:

- *Sociology majors:* As the Student Profile Section above shows, we have twice as many criminology as sociology majors, and some years the difference is notably greater. For a department the size of the faculty and the graduate program of UNM's Sociology Department, and in the context of the Department's strategic goals, this reflects a less than optimal rate of students majoring in sociology.
- *Course offerings:* The Department has a large set of undergraduate and graduate courses on the books. However, a recent departmental email discussion (sparked by a request from an upper division student to request certain courses which had not been taught since she had been at UNM) has called attention to the question of the range of sociology electives that we have been offering of late. Also, graduate students and some faculty have expressed concern regarding limited graduate-level course offerings beyond the standard theory, methodology, and statistics courses. In particular, some faculty have expressed concern that graduate students must rely too heavily on independent reading courses to prepare for comprehensive examinations, and in ways that do not adequately prepare them to excel in the discipline.
- *Graduate student diversity:* While we have done well lately attracting foreign students, the rate of Hispanic and Native American graduate students could better reflect the representation of these groups in the population of the Southwest and New Mexico.

### **D. Plans to address these concerns**

- *Recruit sociology majors:* The Soc. 101 introductory course is the most important opportunity for recruiting students into a major. To increase our number of sociology majors, we shall undertake some departmental training for our 101 instructors to define best practices (small participatory groups, field trips/experiences, etc.) for effective conveyance of sociology as discipline and avocation, and for explicitly recruiting strong students as sociology majors. Other options will be explored, such as tapping into double majors and increasing participation in Freshmen Academic Choices Programs.
- *Update sociology offerings:* To get back in touch with various important questions and de facto developments in our undergraduate curriculum, the Department faculty will hold a retreat to address such questions as: (1) How well do our actual course offerings reflect our shared sense of the Department's mission in undergraduate and graduate education? (2) Have some courses fallen into a state of neglect, courses that perhaps we agree should be offered but are not, while other courses, less central to our mission, have found their way into our regular schedule of course offerings? (3) Do teaching assignments of regular faculty, graduate students, and part-time faculty reflect

an optimal utilization of our scarce resources and relative strengths? (4) How have these decisions, or perhaps lack of conscious decisions, concerning the curriculum affected our students? The retreat discussion will be devoted to discussing the undergraduate curriculum in particular, but also the graduate program, course scheduling, teaching assignments, and related issues raised by the recent discussion on the Department Listserv. Finally, the feasibility of implementing the proposal for tracking student learning, included in Section V: Student Performance Measures of this report, will be discussed.

- *Diversify the graduate student ranks:* While recognizing the challenge of recruiting Latinos and Native Americans from national pools, given the demand for them at prestigious universities backed by excellent financial aid packages, the faculty for graduate study will conduct ongoing discussions on ways to increase Hispanic and Native American graduate admissions. One obvious source of recruits is our own UNM sociology and criminology majors. Another idea is to include developing courses on Native Americans and Latinos/as (beyond the Sociology of Mexican Americans seminar currently in the catalogue).

#### **E. Anticipated changes**

Sociology at UNM is on its way to distinction in the general area of social inequality. Our combined expertise in race/ethnicity, globalization, social movements, gender, health and education disparities, social welfare, and political sociology holds out strong potential for taking the Department on to a nationally recognized level of scholarship, public policy, and curricular development. Our plan for achieving excellence in these areas involves such activities as maintaining communication among each other on our various projects, increasing our collaborative research and teaching efforts, creating task forces when the critical need emerges for them, utilizing year-end performance assessments for encouraging excellence in our academic work, continuing our networking at the American Sociological Association and other, sociologically relevant academic associations, and showcasing our achievements in a widely deployed department newsletter.

Of course, resources for increased, or even continued, faculty recruitment and development are crucial for maintaining the research program in various facets of social inequality. Given recent policy attention in the central administration and the UNM board of regents to the issues of faculty support and student retention, we are optimistic that the University and the Department will continue to grow.

In addition, our plans for enhancing the Department's areas of specialization should help make the Department competitive in relation to talented graduate students around the country. Here, too our strategic plans will require additional and/or redistributed resources.

While changes in the Department's organizational structure do not appear needed at this time, growth and expansion may require specific attention to this matter. The issue of contingent faculty, and how they might be better integrated into the Department, may be one area of relatively immediate attention, although a resolution will necessarily follow consultations between University administrators and the state legislature.

We have confidence in the Department's flexibility to respond to immediate, and perhaps unforeseen changes in student, community, and/or state programs, staffing patterns, or student enrollment trends.

*Executive Summary of Immediate and Long-Range Plans*

The Department's immediate plans call for refining the undergraduate curriculum by developing an effective experiential learning component and meeting student demand for expanded elective sociology courses. Longer term plans are to bring greater national recognition to the faculty's work, and improve the graduate program's commitment to rigorous intellectual training and to student diversity consistent with the Department's and the University's primary geographical constituency.

## **SECTION X: REFERENCES**

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## SECTION XI: APPENDIXES

### Tables

1. Fall Enrollment by Major and Level (1996-2005)
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3. Total Number of Degree Recipients by Ethnicity and Sex (1995-1996 to 2005-2006)
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### Survey

Survey of UNM Students Majoring in Sociology/Criminology - Spring 2006 (Results)