



THE UNIVERSITY *of* NEW MEXICO

New Mexico's Flagship University

ACADEMIC PROGRAM REVIEW

DEPARTMENT OF SOCIOLOGY
SELF-STUDY

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Introduction

This report presents an overall description and assessment of the Sociology Department at the University of New Mexico (hereafter the Department) as of spring 2016. Contributions were made by key participants in the Department—faculty members, including Department officers; the office staff and Department advisors; graduate students; adjunct faculty; and extra-department collaborators, including UNM's Office of Institutional Analytics. Special gratitude goes to members of the Department staff for their excellent assistance in data-collection and analysis, including Shoshana Handel, Dorothy Esquivel, Amber Mattson, Kaitlin Coalson Kharat, and Kaleigh Hubbard; and work-study students, the late Eliana Herrera and Kristen Sanchez.

The report's organization follows the criteria set out in *Academic Program Review: Policies, Principles, and Procedures*, Sixth Edition (University of New Mexico, January 2015). An introductory section covers background information, which includes the history of the Department's academic programs, its mission, goals, and its 2006 Academic Program Review. Criterion 1 speaks to the Department's program goals in its various facets. Criterion 2 has the Department discuss the Department's teaching and learning with reference to the curriculum. Criterion 3 addresses the continuous improvement of teaching and learning. Criterion 4 deals with undergraduate and graduate student matters. Criterion 5 presents various dimensions of the Department faculty. Criterion 6 describes the Department's state of resources and its planning procedures. Criterion 7 speaks to the Department's facilities. Criterion 8 compares the Department to sociology departments in twenty-two peer institutions. The report concludes with Criterion 9, looking to the future direction of the Department.

Section I: *Introduction and Background Information*

0A. Executive Summary of the information contained within the self-study.

The UNM Department of Sociology has recently risen to a new level of academic excellence across several dimensions of the university's academic mission in the State of New Mexico. We are strongly positioned to consolidate a nationally prominent standing among research-oriented academic programs in sociology and criminology.

The Department offers two of the most heavily enrolled majors in the university, with over 1,200 undergraduate students enrolled at any given time. Our strong undergraduate degree programs have expanded over three decades, and recently have been strengthened through: i) curricular reform via systematic attention to outcomes assessment and peer oversight; ii) greatly improved undergraduate advising via professional advisors dedicated to department-specific work; and iii) a systematic effort to have regular faculty instruct our large, core undergraduate courses. Despite a daunting student-to-faculty ratio, the departmental faculty members have 'stepped up' to this commitment to undergraduate teaching within key elements of our curriculum, rather than maximizing their own flexibility to teach more narrowly specialized courses.

The conscious reforms to undergraduate pedagogy reflect a more fundamental change. The reinvigoration of the Department's research profile has been the most important development of the last ten years. Historically, our faculty publishing profile was uneven and we regularly lost some of our most prominent faculty members to better-funded or more prestigious universities. Today, with excellent hires over the last ten or fifteen years, we have a much more systematic profile of research, writing, and publishing excellence. The Department has an unusually robust and diverse publishing profile; some faculty specialize in article-length publishing (including in the lead journals in the discipline), other faculty primarily publish book-length work (including award-winning books in the top academic presses in the world), and still others publish in both kinds of venues. In addition, many faculty members build on their specialized disciplinary publishing with active "public sociology" work via engagement with the news media, social media and public policy. This broad publishing profile has established our national and international reputation across a range of audiences. Moreover, whereas some departments focus on excessively specialized research terrain that establishes prominence within only a narrow profile, we now have a strong research profile across several major sociological subfields. That profile is deepest in i) sociological criminology and ii) the sociology of health & illness, but we have several faculty members publishing very well and serving in nationally prominent professional roles in: iii) social movements; iv) race & ethnicity; and v) global & transnational sociology (with a focus on Latin American studies, part of UNM's strategic commitment to that terrain). Due to recent retirements, the latter two groups now stand in urgent need of further strengthening, but we have established a strong national profile in all five areas nonetheless.

Alongside our work in strengthening the Department's research profile, we have significantly improved our graduate program in recent years, despite significant funding limitations. Faculty work more closely with graduate students, and we better support graduate students through less-fragmented graduate assistant assignments than was previously the case. Every year, we struggle to compete for the very best graduate students who seek admission here, due to funding packages

that cannot compete with other offers; with some matriculating but others lost to better offers elsewhere. We just need to be able to promise them better financial support once they arrive.

The Department is committed to diversity as a fundamental dimension of contemporary academic excellence. We seek to cultivate an academic environment attractive to the emerging generation of diverse and excellent students. We embrace diversity of social backgrounds and cultural experience when we recruit faculty, staff, and students; and we understand, do research on, and teach about the racial and ethnic dynamics that contribute to and reinforce various forms of inequality in the contemporary world. All this constitutes part of our effort to cultivate the breadth of sociological expertise and intellectual judgment needed to undergird academic excellence in a contemporary public university, especially in a setting with New Mexico's rich diversity.

Finally, departmental faculty see professional service (both to the university and to the disciplines of sociology and criminology) and public engagement (at the community, state, national, and international levels) as fundamental dimensions of our work. Different faculty members appropriately emphasize one or another dimension of this service work, but all tenured and some pre-tenured faculty contribute significantly through their professional service and/or community engagement beyond the confines of the department (we strive to protect junior faculty from extensive service). The Department recognizes faculty contributions to public discourse (e.g. via the print/radio/TV media, online social media, or non-peer reviewed venues) as "public sociology" and part of professors' intellectual profiles, if such contributions are rooted in peer-reviewed publishing.

We recognize that recent disinvestment in public funding for higher education and erosion in tuition support mean that truly "new" funds flowing into the University are scarce at this time. The Department has made significant strides under resource constraints. But if the Department of Sociology is to successfully consolidate and build upon its new position of true academic excellence—and thus become a cornerstone of UNM's profile in the social sciences—at least some internal capacity for making strategic investments will be necessary. We herein document how we have internally reprioritized our most valuable resources, including both money and time, to facilitate progress. We make a strong case for continued investments that are essential if the Department is to maintain academic excellence. Immediate priorities include new faculty hires in two areas and urgently needed investments in our operating budget, graduate student support, and funding for faculty professional travel. Medium term investments focus on broader faculty hiring to sustain two burgeoning undergraduate majors that more than 'pay for themselves'. Failure to take advantage of the Department's recent emergence risks missing a vital opportunity to bolster UNM's long-term academic excellence.

0B. A brief description of the history of each program within the unit

The Department of Sociology at the University of New Mexico (UNM) began as a modest enterprise in 1935. Since then it has strongly developed and expanded in tandem with UNM's evolution as the flagship institution of higher education in the State of New Mexico and in accordance with UNM's status as a Carnegie Research Extensive Institution of Higher Education.

In the 1930s then 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. Zimmerman pulled Paul Walter out of the Anthropology Department to establish a separate department of sociology. The new department began haltingly. A handful of professors specialized in New Mexico communities in its first decade, followed by an emphasis in the sociology of Latin America. The program gathered steam during World War II. In establishing a master's degree program, it brought 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 at the time, including criminology, urbanization, human ecology, population, comparative sociology, and offerings in theory and methods. During this period the Department grew to eight full-time faculty members and, following trends in the country, showed dramatic increases in enrollments (Woodhouse 1986). Between 1958 and 1963 student credit hours increased 102%. The period 1962-1968 witnessed a more dramatic jump of 218%, 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. The increasing attention to sociology in the 1960s reflected a national focus on social problems and a critical effort to understand contemporary society and culture, an effort largely associated with the collective response to the Vietnam War and growing disenchantment with mainstream culture (Department of Sociology 1994, p. 3).

With the end of the Vietnam War and the slowing of economic expansion in the 1960s, a more conservative and less activist mood prevailed in the American polity and society, which came to be reflected in slowing enrollments in sociology. In 1975 the graduate program had 15 students, relatively few new applications came in, and the Department had but four TA's. At that point Acting 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). A *social welfare minor* for undergraduates was inaugurated in 1975, reflecting the expansion of the American welfare state.

Sociology's dramatic expansion in the early 1970s spurred the faculty in the Department to initiate a Ph.D. degree program, particularly as its new faculty consistently came from Research 1 institutions. The proposal for a *Ph.D. program* was approved by the State Board of Educational Finance in 1975. The program went into motion in 1978 and graduated its first Ph.D. 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. A boost to the program was provided by a 1978 pre-doctoral training grant in applied research on deviant behavior from the Center for Crime and Delinquency (CCD) at the National Institutes of Mental Health to Professor Philip A. May. The grant, which lasted to 1987, supported ten fellows including Hispanics and Native Americans, enhanced the criminology concentration, and helped students and faculty address problems in Southwestern communities.

The original deviance/crime emphasis evolved into an interdisciplinary *Criminal Justice Administration program*, which was approved as a new bachelor's degree in 1983 to be administered by the Sociology Department but involving courses in several social science fields

as well as in the Anderson School of Management. A full-fledged, sociology-grounded, **criminology major** sprouted after the historic 1980 New Mexico State Prison Riot. The new criminology program was led by several faculty members with doctorates in sociology but whose research interests centered on crime and its causes (Woodhouse 1986). The establishment of the criminology major led to a trend of massive increases in undergraduate majors to be taught by Department faculty, students, and adjunct instructors and managed by Department staff.

At the same time, the Institute for Social Research (ISR) was established within the Department organizational structure in the late 1980s. Under the leadership of Professors Gary LaFree, Paul Steele, and Bert Useem, the ISR served as the administrative agent for a steady stream of grants to support masters and doctoral students in the areas of crime in particular, as well as applied subjects such as program evaluation. Another significant expansion of the graduate program began in 1990 with financial aid for students from a New Mexico Access to Research Careers Program (NMARC) funded by the National Institute of Mental Health (NIMH), to Professor May.

The second major area of specialization was comparative sociology (since renamed global & transnational sociology), with special attention to Latin America and the American Southwest. In 1979, then Sociology Professor Gilbert Merckx led the establishment of the Latin American Institute (later renamed the Latin American and Iberian Institute) to coordinate Latin American programs on campus. Field research grants funded by the Tinker Foundation bolstered Sociology graduate students focusing on Latin American studies.

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

In 2006, the Department had eighteen tenured and tenure track faculty, including two whose tenure home was in the Department but worked as administrators at other campus units. About thirty-six graduate students and approximately twelve part-time instructors contributed to its teaching mission. A sure sign of academic growth was student demand. The criminology major's popularity in the College of Arts & Sciences expanded markedly. In addition to the core areas of criminology, comparative sociology, and Southwest studies, faculty and graduate students taught and conducted 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.

The Department retains and continues to develop its longstanding specialty areas of **crime/law/social control**, **race/ethnicity** (including Native American and Latino sociology), and **global & transnational sociology** with an emphasis on Latin American studies while doing away with the social welfare minor. At the impetus of the state sponsored BA/MD program, which enrolls New Mexico high school graduates and puts them on a fast track to medical school,

reinforced by a major grant from the Robert Wood Johnson Center for Health Policy in 2006, the area of *medical sociology/sociology of health* has grown into a major area of research and teaching as well. Finally, the study of *social movements* has emerged as a fifth area of substantial faculty expertise. Quality research and teaching are also conducted in the study of *social networks, religion, education, quantitative and qualitative research methods, and social theory*. Our doctoral students must choose one of these areas for their comprehensive exams, and most do both of their comprehensive exams from these areas.

The Department currently boasts 450 sociology majors and 800 criminology majors. The master's program has typically had 30 to 40 students enrolled at a time, most planning on enrolling in our doctoral degree program, although the Department very recently suspended enrollment of new M.A.-only students, in favor of establishing a focused Ph.D. program (in which students receive an M.A. degree "en route"). This shift to a Ph.D. program represents a major indicator of a rising department, even with limited financial resources from a College whose budget is under severe strain. In the future a decision will be made whether or not to repurpose the M.A.-only track as a specialized applied degree.

To summarize this portion of the self-study it can be pointed out that the Department is attaining recognition by sociologists across the country. A recent anecdote indicates as much. The chair of the department was recently told by nationally prominent editor of one of the top sociology journals: "I spend a lot of time these days trying to find good reviewers for papers and it struck me how many times I am identifying UNM sociologists as strong reviewers."

0C. Organizational structure and governance of the unit.

The tenured and tenure-track faculty members democratically serve as the Department's governing body (see Figures 1 & 2, with two different views of our organizational structure). Executive functions are carried out by the chair and the Executive Committee, but major decisions are made on a collective basis among the faculty members. To fill a chair's appointment, the call is put out to qualified faculty to apply for the position and a chair is proposed by the voting faculty on a ballot subject to appointment by the Dean of the College of Arts and Sciences. The Executive Committee consists of one elected member from each of the three faculty ranks—full, associate, and assistant professor. The department chair sets the agenda for the monthly faculty meetings and the Department's annual retreat and runs both. He or she appoints several department officers: an associate chair who sits as a non-voting member of the Executive Committee; with approval of the faculty, the members of three standing committees (Undergraduate, Graduate, and Research and Computer Use); and a library liaison. The chair appoints a chair for each standing and ad hoc committee, and each committee is responsible for recommending policy in its area of concern. The faculty organize themselves into "research area groups" which also oversee curricula in their domains: Race/Ethnicity, Crime/Law/Social Control, Medical/Health, Social Movements, and Global/Transnational Sociology. The task forces meet periodically or according to need in order to review issues of enrollment, student needs, and resources for their area, and make formal recommendations for revision to the faculty.

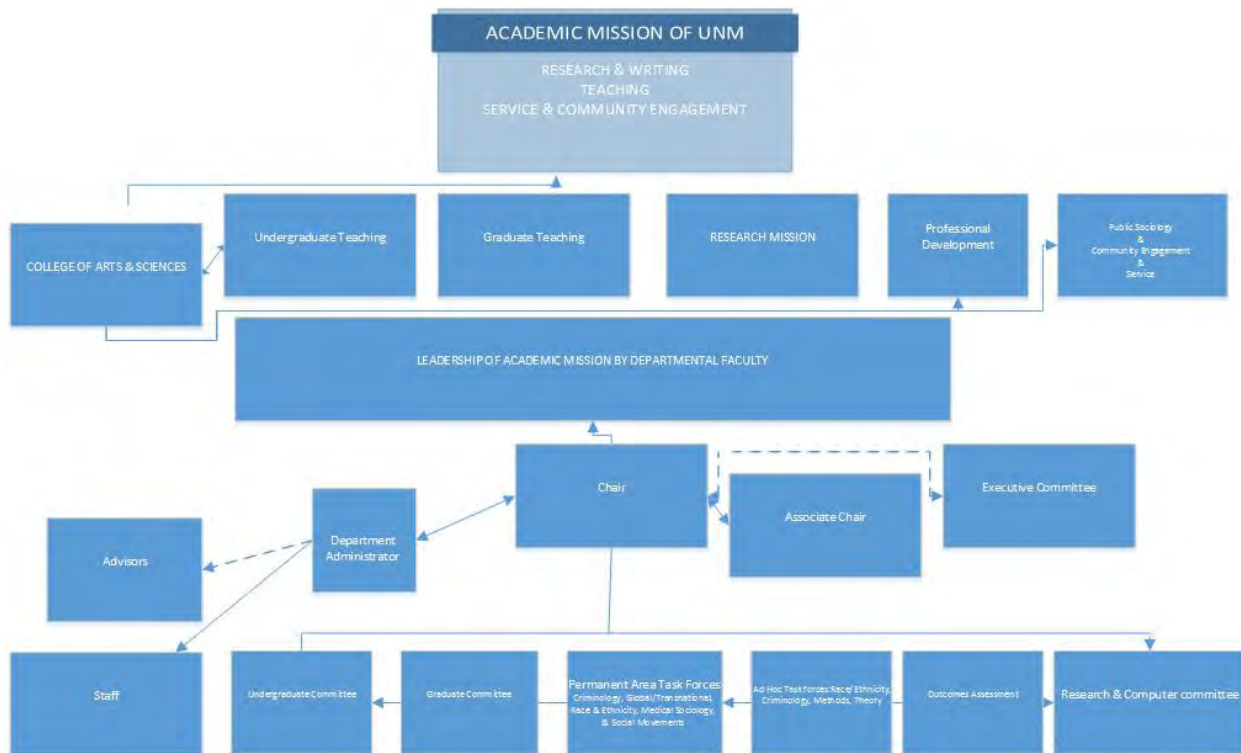
The Department's Rules of Governance (see Appendix A) sets out the regulations and duties for the Department's voting membership, meetings, executive functions (chair, acting chair,

associate chair), Graduate Committee, faculty recruitment committees, Undergraduate Committee, Department coordinators (e.g., Research and Computer Use, Library), and Executive Committee. The Graduate Committee is charged with reviewing applications and determining admissions of students to the graduate program. The Rules spell out procedures for amending its own governing rules. The chair reports directly to the dean of the College of Arts & Sciences, and represents the interests of the Department at the monthly College Dean’s Council.

The Department graduate students conduct their business under the Sociology Graduate Student Association (SGSA), which was chartered as a Student Activities organization within Academic Affairs in 2010. The charter of the SGSA (see Appendix G) lays out the organization’s purposes, turning on the promotion of academic excellence and the learning of the practice of the arts and sciences of sociology. It spells out membership guidelines; types of officers (president, vice-president, Graduate Committee representative, secretary, treasurer, representative to the UNM Graduate and Professional Student Association, and Speaker Series representative), along with their terms, duties, and election procedures; meeting guidelines, including quorum standards; ways of amending the charter; and regular organization activities.

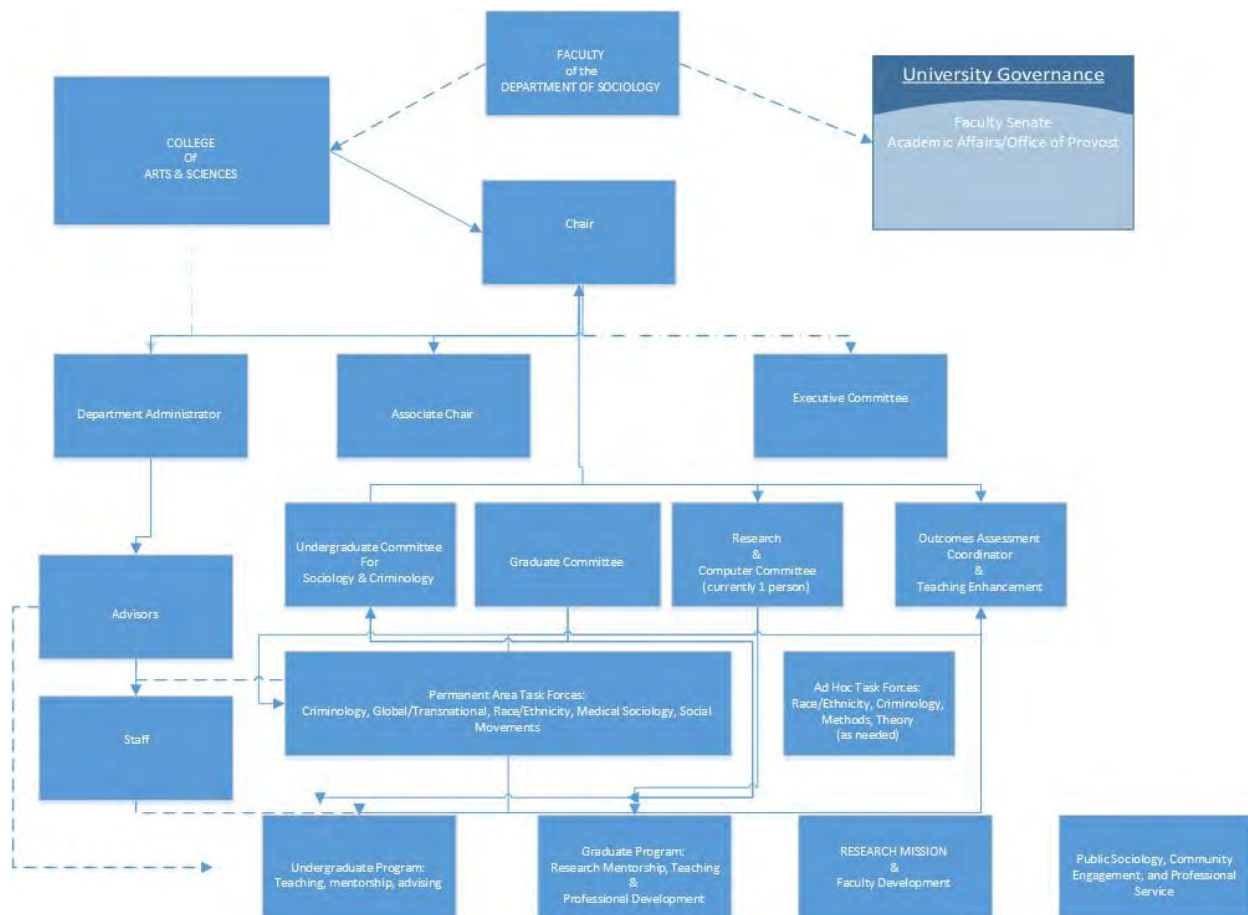
The first organizational chart offers a mission-driven view of the Department:

Figure 1



The second figure offers a traditional view of our organizational structure:

Figure 2



0D. Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable.

The Sociology Department at UNM has no specialized/external program accreditation requirements.

0E. Findings and Recommendations of the Department's previous Academic Program Review (APR), the Resulting Action Plan and Summary of Actions Taken.

UNM's Sociology Department underwent its last external site review in the fall semester of 2006. Site reviewers made recommendations in seven policy areas, six of which the Department faculty accepted. The review team's major recommendations for academic development were based on areas of concern the Department raised in its APR self-study, involving a call for

building on faculty and curriculum strengths and stressing the need to address the number of sociology majors, course offerings, and graduate student diversity. In essence, then, reviewers sanctioned the department's goals and vision for future directions. The objectives involved (1) faculty cluster hiring; (2) facilitating accelerated change; (3) curriculum development; (4) reducing graduate student teaching loads; (5) increasing minority graduate students; and, (6) dealing with the extraordinarily low compensation of adjunct faculty. The general objectives of the Department's action plan developed in response to the findings and recommendations in these areas.

Objective 1, Faculty Cluster Hiring: Recommendations in this area derived from the Department's Future Strategic and Development Direction. Reviewers recommended that we embark on a specific plan for hiring new faculty on the argument that departmental renewal, reconfiguration, and rise in regional/national stature would be enhanced by conducting target hires in several 'clusters,' as follows: (1) a senior criminologist to attract more graduate students, generate externally-funded research, provide more highly qualified graduate student instructors for undergraduate criminology courses, contribute to supporting the criminology major, and increase the applied options for M.A. students; (2) a Latino Studies hire, which would be consistent with a national trend, to combine U.S. Latino and Latin American Studies; (3) a general social inequality line (race, class, gender, sexuality); (4) two medical sociologists, one an expeditious senior hire, the other a junior appointment, within ten years. Reviewers recommended that the central administration approve a "forward funding" process and that the Department commit internal resources to facilitate such hires.

The Department's Action Plan with regard to faculty cluster hiring called for meeting at least two of the recommended cluster-area hires within five years, and all of them within ten years. It assigned initial responsibility for leading the discussions on cluster hiring to the chair, the College dean, and the director of the Robert Wood Johnson Center for Health Policy (RWJC) and it called for Department faculty to formally submit requests to the dean to advance cluster hiring goals as vacancies in faculty ranks occurred. Since the 2006 APR, the Department largely met its 2006 APR hiring goals, with two partial exceptions. Leveraging funds gained from the Office of Vice President for Diversity as part of a forward funding plan, it hired a criminologist (Vélez) who had several years standing as an assistant professor at another research university, rapidly earned tenure, contributed to development of the criminology major, and generated external grants to support graduate student research. (The Department also hired an additional four assistant professors who teach in the criminology curriculum).

With the assistance of resources from the RWJFC and the College BA/MD program, the Department more than met the goal of hiring in medical sociology with three particular hires. One was a senior hire as called for in the plan (Barker), and two were beginning assistant professors (Whooley, Huyser). Two recent hires in the Department have involved assistant professors who conduct research and teach in the area of social inequality (Thomas, Toro-Tulla). The Department is looking forward to building a stronger program in social inequality based on these hires.

Two partial exceptions to our success in meeting the hiring goals should be noted, one largely now passé, the other significant. First, the Vélez hire cannot really 'count' as a senior

criminologist hire, although she is rapidly attaining that status. However, our success in enticing senior Associate Professor Lisa Broidy back to the Department (returning summer 2016), combined with the substantial statures in the field now held by Lyons and Vélez, now meets the essence of this hiring goal. Second and quite significantly, we interviewed some faculty job candidates whose profiles matched the Latino Studies priorities in their applications for certain non-Latino studies positions, but the hires did not go through. Our top priority for next faculty hiring lies in the area of Race & Ethnicity; this may offer an opportunity to meet this priority.

Objective 2, Facilitating Accelerated Change: Recommendations under this objective intended to have the Department grow in stature by allowing increasingly important roles for younger faculty, and more specifically, having the senior associate professors and full professors assist by engaging in some combination of (1) administrative service, (2) reinvigorated research programs to include external grant/fellowship seeking, and (3) increased teaching or community service. The Department set out the goal of having younger faculty assume greater roles in departmental governance within the following five years. Responsibility was assigned to the chair to appoint younger but tenured faculty members to key governance positions, including chair of the Graduate Committee, associate chair, chair of faculty standing committees, and chair of faculty hiring committees. In a second goal, senior faculty were to be encouraged to increase their research productivity in the following five years.

It should be noted that these recommendations existed in some tension with our parallel commitments to protecting junior faculty time to focus on research and teaching in order to attain tenure and promotion, and to fostering mid-career success in order to attain promotion to full professor. We have striven to balance these tensions carefully.

In the spirit of the first recommendation, Assistant Professor Nancy López was appointed to chair the Department Graduate Committee in Academic Year 2007-08 and since then, associate professors were given leadership roles that have traditionally gone to full professors such as director of the Institute of Social Research (when it was under the Sociology organizational chart), chair of the Graduate Committee and Undergraduate Committees, a special task force for improving graduation rates, and the position of associate chair. Likewise, assistant professors were regularly appointed to these committees, albeit not asked to chair them. To enhance the research productivity of senior associate and full professors, the Department offered them the opportunity to compact the yearly 4-course teaching requirement into one semester, or arrange a 3-1 teaching load, permitting time in the remaining semester for research, publication and community service (but noting that funding would be needed for additional part-time instructors and/or graduate student teachers in order to insure constant availability of courses required for sociology and criminology majors). We occasionally allow faculty to teach 8-week courses, in order to allow time for focused research activity *and* meet undergraduate student needs.

In all of this, we strive to continue to protect junior faculty research time by asking associate and full professors to carry the bulk of governance and leadership duties in the Department. We strive to incorporate their input into departmental governance through their active and full voice-and-vote participation in departmental decision-making (except in decisions on promotion and tenure), but seek to support junior faculty research and publishing by actively sheltering them from governance responsibilities that would translate into a substantial service burden (unless

such responsibilities are compensated via reduced teaching burden, as in the case of our outcomes assessment coordinator). For both tenure-track and tenured faculty, we strive to assure that any special teaching arrangements serve student needs, as well as to spread any special arrangements fairly (release time given only for actual time committed to departmental or university-level service beyond the normal expectation).

As a result of these initiatives and several retirements since our last APR, the profile of our senior faculty now consistently shows substantially increased research productivity along with extensive service in administrative and governance roles at senior levels. These initiatives have also led to successful mid-probationary, promotion & tenure, and promotion to full professor rank in all recent instances. We intend to continue these initiatives while continuing to assert strong standards for research and teaching excellence; we hope for continuing successful review at all ranks under those strong standards.

Objective 3, Curriculum Adjustment: Recommendations here turned on two issues. First came the recommendation to recruit undergraduate students in order to increase the numbers of sociology majors, considered low in comparison to criminology majors, by having faculty members teach large sections of Soc. 101 (400-700 enrollments), and institute a system of graduate discussion sections perhaps coordinated with the Freshman Learning Program, and/or to serve evening and weekend clientele. The Department resolved to have faculty and lecturers regularly teach large 101 sections in the following five years, giving the responsibility for designing the program to the chair, the faculty, and Graduate Committee members. The Executive Committee would consider implementing incentives to encourage faculty to teach 101 that could include: course reductions contingent on a minimum rate of peer review publications per year; special compensation for overload teaching to be covered by the department's F&A return fund. In addition, the Curriculum Committee was called on to study and draft a report on the advisability and feasibility of returning the Department to 1-hr. credit discussion sections for very large 101 lecture courses. The suggestion was made to have the Department institute a preceptorship, requiring all first year Ph.D. graduate students to complete special tutoring and/or training in teaching 101 by particular faculty.

The Department placed this item on the agenda of the faculty retreat of September 2007 and organized a plan for training adjunct faculty and graduate students for teaching Soc. 101. Interesting discussions were held with instructors comparing notes and making recommendations for inspiring students to appreciate sociology as a field. A program for evaluating Soc. 101 instructors was also devised.

As of 2015, some elements of this ambitious initiative have been institutionalized while others have fallen dormant due to insufficient resources. Most prominent among those institutionalized: After evaluating our undergraduate curriculum, degree, and outcomes, our criminology faculty systematically reworked our undergraduate Criminology curriculum—and their own teaching assignments. They streamlined the major, raised course enrollment caps, and committed to teaching all upper-division criminology courses themselves. We believe this has resulted in a much stronger undergraduate learning experience. Since criminology majors represent about 2/3 of our 1,200 overall majors, this represents a major achievement. Most prominent among those that fell dormant: We never successfully implemented the large-101-with-GA-led-discussions

sections. We discovered we simply could not staff discussion sections anywhere near adequately with our current GA lines, and the end of a key revenue-sharing program within the university meant we could not generate those resources ourselves. However, we have regularly offered (and required future instructors to enroll in) a teaching seminar for graduate students, and have been able to place strong graduate student instructors and ‘term instructors’ (part-time instructors who receive annual contracts and benefits) in medium-sized Soc101 sections (100-200 students).¹ The 101 instructors now meet annually to discuss the findings from our Outcomes Assessment process and make improvements to their pedagogy and curriculum; that meeting is also attended by the assessment coordinator, the chair of our Undergraduate Committee, and 101 instructors from the four branch campuses and UNM-West). We intend to leverage this process to generate ongoing and consistent improvement in our lower division teaching both on main campus and at the branches, even as we face gradual turnover in 101 instructors; we also intend to replicate this process for Soc216 as that course now joins the UNM Core Curriculum.

Two additional notes: First, our Outcomes Assessment of Soc101 (and soon Soc216) now allows us to consistently assess the quality of learning under different pedagogical scenarios (grads, term instructors, branch campus venues, faculty instruction if we can implement the large-101/discussion section model, etc.). Second, while like other departments we saw a year-on-year decline in lower division enrollments in AY2014-2015 (mostly in Soc101), careful attention to 101 instruction stabilized enrollments for Fall 2016.

A further area of curricular reform has generated somewhat ambiguous change: The 2006 review team also cited the lack of ‘variety and innovation’ in the sociology curriculum compared to other programs in the country, and recommended curriculum reinvigoration by designing new courses in areas of interest to the current generation of students. The Department set out the goal of having three to five infrequently taught courses of contemporary interest to students—such as Soc230 Society and Personality, Soc250 Latin America through Film, Soc335 Sociology of Mass Communication, and Soc 338 City Life—regularly offered, and it resolved to design several new courses. The Department action plan involved three steps: (1) with consideration for meeting requirements for sociology and criminology majors and social welfare minors, the Undergraduate Committee would establish a process and timetable for designing three to five new courses over the next five years; (2) each semester the Department would call on faculty, graduate students, and part-time instructors to teach the infrequently taught courses that are of special interest to undergraduates; (3) add Soc305 Environmental Sociology to the course schedule. It was noted that funds to support additional part-time instructors might be necessary, and funds possibly required to support the hiring of one or more tenure track faculty depending on student response to new courses.

¹ Three additional notes: (i) the Department may soon face similar challenges in Soc216: Dynamics of Prejudice, which has just become an elective within the UNM Core Curriculum; (ii) two of our most effective instructors were hired in 2014 a full time and better-paid Lecturers to teach full time at UNM-West, complicating our lower division staffing challenges on main campus; and (iii) the Department is now (Fall 2015) looking into whether we can gain sufficient GA resources either internally or externally to implement the large-101 model as early as Fall 2016.

Two retired professors from other institutions were hired to teach the sociology of sport and environmental sociology; both developed into popular offerings, although the sociology of sport instructor left to teach in the University's athletic program. In recent years, budget constraints (in the University generally and the College of Arts & Sciences particularly) imposed a need to prioritize teaching resources toward core course requirements that meet immediate time-to-degree needs of undergraduate majors. We thus have faced competing pressures: on one hand to better serve undergraduate students by offering a more diverse and stimulating curriculum; on the other hand to put our limited resources primarily into the core curriculum. We have sought to balance these pressures, in part through occasionally offering stimulating, specialized 300- and 400-level courses taught by faculty or well-qualified grad students (often enrolling 30-40 undergrads). However, this whole endeavor exists in some tension with our desire to get undergraduate students more consistently exposed to regular faculty in their core required coursework for the major: having faculty teaching these smaller specialty courses means they are not teaching as much in core required theory and methods classes. The departmental faculty are currently (Fall 2015) discussing the relative priority of these commitments.

Given our extraordinary number of undergraduate majors when measured against our substantially increased but still comparatively thin faculty ranks, our primary effort at the undergraduate level in recent years has been in improving the quality of our undergraduate curriculum and instruction. Our criminology degree program has made the most substantial progress in this regard; we are now (Fall 2015) moving to implement parallel improvements in our sociology degree program while also taking into account the broader intellectual terrain of the latter (with appropriately different emphases in curriculum priorities and use of teaching resources).

Objective 4, Addressing Graduate Teaching and Assistantship Loads: Reviewers made this recommendation because they judged the average teaching load for graduate students in the Department overly large. It was not unusual for a student to teach two, or even three, courses per semester while taking graduate seminars for credit and/or studying for comprehensive exams and dissertations causing delays in degree completion. They also noted the excessive fragmentation of graduate student assistant time, early-career students (those who hold GA's instead prior to teaching their own courses) sometimes splitting time between three or four different assignments. The Department has moved systematically to lessen the latter fragmentation, with grads assistants now working in only in one assignment, or in rare circumstances, two assignments. The Department also moved to decrease the graduate student teaching load by a volume of one quarter over the following five years and gave the responsibility for supervising this change to the chair and the Graduate Committee.

To supplement the funds for grad support provided by the administration (most of which require teaching), the Department committed to seeking an infusion of fellowship funds via internal sources such as the Center for Regional Studies and the Robert Wood Johnson Foundation Center for Health Policy, and externally from foundations and federal sponsors. These efforts proved partially successful; in order to reduce the need for grad students to teach and to reduce the resulting burden when they do, the Graduate Committee instituted the following changes:

1. Reduced fragmentation in GA assignments; students are now assigned typically to one instructor, and on rare occasions, to two instructors.

2. Limited the number of courses and preps for TAs; TAs teach a maximum of one prep and two courses per semester. We encourage TAs to limit the number of courses they develop over their graduate career to one or two “bread and butter” courses.
3. Increased options for alternative funding sources through fellowships, RAships, and so on. These include: major grants from the NSF (Lyons and Velez; Goodkind), the U.S. Department of State (Wood), the National Institutes of Health (Huyser, Goodkind), the Ford Foundation (Wood), and the Center on Religion & Civic Culture at USC (Wood). Within UNM, the Latin American and Iberian Institute has provided support for 4 sociology grad students (2 Ph.D. fellowships and 2 field research grants), the Mellon Fellowship program has supported several graduate students, and the RWJF Center on Health Policy has supported 7 fellows.
4. Provided better training for graduate teaching by regularly offering a 3 credit teaching seminar and connecting TAs with faculty teaching mentors.

Our faculty members’ active research agendas have significant potential to generate ongoing future funding that can support graduate student research; we encourage faculty to seek such funding, to the extent appropriate for their research agendas and now strive to do so more vigorously).

Objective 5, Increasing Minority Graduate Students: This objective was flagged as important to reviewers who noted the paucity of under-represented groups in the graduate program in light of the state’s ethnic demography, the high ratio of minority undergraduate majors, and the prominence given to diversity by UNM faculty and administration. The Department commented that to achieve success in this objective, a plan for increasing the number of minority graduate students had to be a systemic initiative to include integrating strategies for attracting and retaining students, establishing an environment in which students thrive and complete their degrees at an appropriate rate. The department benefits from a number of faculty members who have extensive experience in diversity issues that include recruiting, retaining and successfully mentoring minority students. The Department committed to a five-year effort to increase minority graduate student representation, especially Latino(a)s and Native Americans but also including African Americans and other under-represented groups, to reflect the demographic diversity of the State of New Mexico. Responsibility was given to the chair, Graduate Committee and other faculty as needed.

We have made significant strides in this regard, with a substantially more diverse set of recent graduate cohorts than was true ten years ago. This has been achieved partly through targeted recruitment efforts and partly through the support of funding from the Office of Graduate Studies and from other sources identified above. We have pursued these goals simultaneously with our efforts to improve the talent level of our graduate student recruits and the quality of our graduate program. Overall, we have invested significant effort in these initiatives and have made real progress across all of them, and are pleased with the quality of our recent graduate student cohorts. Nonetheless, we continue to face significant challenges in diversifying our graduate student population. Perhaps most notably, despite numerous efforts to recruit students with more attractive stipends (enhanced via extra funds from the Department or the Office of Graduate Students), we are often unable to compete with other programs that offer more generous and/or longer-term funding to grad students. Every year we lose some of our best applicants from

underrepresented groups to other top programs. We believe our department's particular niche as an increasingly high-profile program in *sociological* criminology offers strong recruitment potential for talented graduate students, from all backgrounds including those from minority communities (as opposed to most criminology programs having moved away from more sociologically grounded analysis of the causes and consequences of crime).²

The following actions outlined at the time of the 2006 APR have been taken by the Department:

Action 1: The department chair will appoint a colleague with the expertise and experience of working with and mentoring minority students, as chair of the faculty Graduate Committee.

Action 2: The Graduate Committee will be charged with expanding upon current and/or developing new and more pro-active minority recruitment strategies aimed at attracting targeted students to include: cultivating and attracting UNM students, cultivating undergraduate researchers, actively recruiting students from other majors, offering workshops about graduate school or participating in similar workshops offered by other programs; attracting funds for recruitment trips to non-disciplinary conferences to attract top quality students; pro-active recruiting by adjusting traditional reading of applications; developing a public relations campaign to portray the department as a good place for minority grad students; submitting UNM priority proposals to the state legislature for minority student recruitment; accessing resources of the RWJF Center for Health Policy to recruit underrepresented graduate students interested in minority health policy studies; search for possible private and public sources of funding for fellowships.

Action 3: The Department will revise recruiting materials and website to attract minority graduate students.

Action 4: The Graduate Committee will survey current graduate students to determine the optimum academic culture and climate for attracting minority students and having them thrive.

Other needed resource: funds for fellowships and minority graduate student recruiting activities.

Start/Completion Dates: start spring 2007; completion, spring 2012.

As noted above, these efforts bore significant fruit; we now seek to consolidate and build upon them, within an overall commitment to excellence *and* equity within our academic culture.

Objective 6: Extraordinarily Low Compensation for Adjunct Faculty: Given the department's substantial reliance on part-time instructors (PTIs), reviewers noted their egregiously low wages, less than graduate students, with no health benefits. They called on the administration to raise their salary levels. In its response, the Department noted the structural roots of the problem, that is, the fact that there is no permanent budget line for adjunct salaries provided by the state, their being funded by the contingent pool of money the College had to devote to them, sources such as sabbaticals, leaves-without-pay, salaries from temporarily vacant faculty positions, etc. The Department chair and faculty joined the American Association of University Professors in a movement on campus to bring attention to what is a national issue and

² However, we note that this means we also must compete for talented students with pure criminology programs that appear to offer more focused training within that discipline.

resolved to see what it could do to realize an appreciable increase in the salary or benefits of its PTIs, including annually applying to the College to raise their base salaries. Apparently, some improvement has been made at the College level. There is now a fixed allocation of \$700,000 in the budget when it is made in spring for the purpose. However, it is not enough to cover costs, which total about \$2 million. The current associate dean for instruction, Professor Diane Marshall has overseen a significant reduction in these costs over the last 3 years. The Department, for its part let the administration know of its concerns, and was given permission to arrange yearly appointments for a number of PTIs, providing some measure of security for their positions. More broadly, as part of a commitment by the College of Arts & Sciences to reduce reliance on the more exploitative and academically dubious dimensions of part-time instruction, UNM and the College committed substantial new resources to tenure-track hiring between 2010 and 2014; indeed, was a national leader in this endeavor. As a result, the Department was able to hire eight new faculty members during this period.

As of 2015, we now employ far fewer part-time instructors, and most of those we do employ receive annual contracts, benefits, and at least marginally higher salaries than they did in 2006. Two of the strongest are now employed as full-time Lecturers at UNM-West (and in that status are officially part of the 'regular faculty' of the Department, under College policy and the Faculty Handbook). However, the structural issues underlying the funding of part-time instruction in the College remain, in that no adequate, secure, and ongoing source of those funds has ever been identified and funded.

Section II: Criterion 1. Program Goals

1A. Brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

The Department articulates its mission as follows:

The UNM Department of Sociology is committed to sociological excellence in research, teaching, and public service, pursued in socially responsible ways that reflect our commitments to:

- scholarly excellence in the study of society, drawing on sociological theory and methods;
- social inclusion within our departmental life of students, staff, and faculty from across the variety of divides that structure and fragment contemporary American life;
- intellectual inclusion of diverse viewpoints that arise from developing academic knowledge and differing social backgrounds;
- respectful but frank dialogue across viewpoints and sub disciplinary boundaries;
- “public sociology” through which we address broad audiences through public comment, civic engagement, and contributions to public policy, drawing on our intellectual expertise demonstrated through peer-reviewed publishing; and

Our work shapes the human science of sociology and addresses inequality and other social problems at the local, national, and international levels. Our faculty and students study social relationships, institutions, organizations, and social structures that shape the opportunities and experiences of individuals and communities in the United States, in New Mexico, and around the world. Our diverse faculty and students have multiple interests and areas of expertise, concentrated in five main specializations: crime, law, and social control; the sociology of health and medicine; race and ethnicity; global/transnational sociology with a particular focus on Latin America; and social movements. Other areas of emphasis include: gender, education, political sociology, religion, community-engaged research/public sociology, and science and knowledge.

The Department’s undergraduate curriculum runs at full throttle on the basis of this vision. Both general sociology and criminology are rapidly changing disciplines. Our sociology courses, from the introductory to the senior level, strive to impart the clearest and most important intellectual components of the discipline as they crystallize in various currents nationally and internationally. The undergraduate criminology program clarifies for students the most current and cutting edge theories of crime. Both programs are concerned to have students learn the essentials of current research methodologies, but also to provide insight via the particular questions and issues that arise from the sociological and criminological perspectives, and to apply those insights as citizens and as future professionals.

The Department’s graduate program labors to bring students to the point of understanding both classical and the most advanced sociological thought. Graduate students undergo a rigorous program of concentrated discussion led by faculty and themselves in seminar formats. They are

trained to comprehend and construct the most sophisticated approaches to conduct research. They are expected to make real contributions to the fount of knowledge in the field.

1B. Relationship of the Department's vision and mission to UNM's vision and mission.

The University of New Mexico defines its overall vision, mission, and value statements as follows:

Vision Statement

UNM will build on its strategic resources:

- to offer New Mexicans access to a comprehensive array of high quality educational, research, and service programs,
- to serve as a significant knowledge resource for New Mexico, the nation, and the world; and
- to foster programs of international prominence that will place UNM among America's most distinguished public research universities.

Mission Statement

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

Value Statement

The values of the individuals who teach, learn and work at UNM have shaped over time the values of the University. Our values provide a frame of reference for making decisions. They contribute to the general atmosphere of the University and then guide us in our teaching, our pursuit of knowledge and our public service.

Academic Freedom: As a center of knowledge, the University adheres to the doctrines of academic freedom and free speech. The University will continue to protect the exploration of ideas and will encourage inquiry and creative activity by students, faculty and staff. At the same time the University opposes statements and activities that reflect bigotry and prejudice and that consequently tend to diminish active participation by all elements of the academic community and to inhibit the free expression of ideas.

Diversity Within the Academic Community: The University values the diversity of its students, faculty, staff and the other people with whom it interacts. Our differences assure that the University is a forum for the expression, consideration and evaluation of ideas. The

educational process on our campus is clearly enriched and strengthened by the fact that these ideas arise and are evaluated from such diverse perspectives.

Creativity and Initiative: The University moves forward in its academic programs, student support services, and other operations by encouraging and rewarding creativity and initiative among faculty, staff, and students.

Excellence: At the University, we value excellence in our people, in our programs, in our facilities. We have a responsibility to encourage and develop excellence among our faculty, staff and students. We are committed to be leaders.

Integrity and Professionalism: Integrity and ethical, professional behavior by all individuals associated with UNM are essential in order for students, faculty, staff and the public to have trust in the University.

Access and Student Success: We have a clear obligation to provide a quality higher education to all New Mexico students who have the capability to succeed. This obligation is combined with the responsibility to provide an environment and appropriate support to give every individual his or her best chance of success.

UNM's Sociology Department aligns well with these statements. Our personnel are keenly aware of representing a flagship institution, of the responsibility that goes with working in the most advanced sociology department in the state.

We seek to assist the University in its goal of turning out enlightened citizens by standing committed to the pursuit of envisioning responsible ways to serve society and make for healthy communities. This is especially important because sociology and criminology provide the opportunities and safe spaces for students to raise and address controversial issues. It is embodied in the Department's rapid development of courses and training in medical and health sociology conform to the institution's important ideal of promoting healthy human bodies.

1C. The overall learning goals for each undergraduate and/or graduate program within the unit.

B.A. Sociology: The broad program goals of the undergraduate sociology major are to:

- A. understand the characteristics and dynamics of the social world and how sociologists attempt to understand the social world.
- B. understand the classical sociological theories of Karl Marx, Emile Durkheim, and Max Weber.
- C. understand major themes and issues in selected examples of contemporary sociological theory.
- D. understand the nature of sociological research methods, and major expressions of scientific research within sociology.
- E. understand the nature and role of statistical procedures in sociological research.

B.A. Criminology: The broad program goals of the undergraduate criminology major are to:

- A. be familiar with major sources of crime data.

- B. become familiar with the key correlates of crime and delinquency.
- C. become familiar with mainstream criminological theories.
- D. become familiar with the primary formal social control institutions.

M.A. Sociology: The broad program learning goals for this degree program are to:

- A. understand, critique, and be able to note research applications of insights from the classical sociological theories of Karl Marx, Max Weber, and Emile Durkheim.
- B. explain the meaning of terms used to capture elements of sociological theory, describe at least four perspectives in contemporary theory, and note research applications of at least two of those perspectives.
- C. understand the nature of sociological research methods, and how they may be used in examining sociological issues.
- D. understand how some contemporary statistical procedures may be used to examine research issues in contemporary sociology.

Ph.D. Sociology: The Ph.D. program includes all the learning goals for the M.A. program plus three additional goals that represent skills representative of professional sociologists whose careers will be largely in education and research. Only the learning goals that are exclusive for the Ph.D. program are listed below, and it is those goals that are the focus of concern for assessment of the Ph.D. program. However, a full assessment report for the Ph.D. program would properly contain information garnered from assessment of the M.A. program. The broad programs goals for the Ph.D. curriculum include:

- A. developing the knowledge and skills appropriate for a specialist in a sub-discipline of sociology.
- B. developing teaching skills appropriate for a college and university teacher.
- C. developing the skills of a professional research sociologist.

1D. Explain the manner in which learning goals are communicated to students and provide specific examples.

Learning goals are formally communicated to students primarily in two ways. First, at the level of individual courses, it is department policy that all course syllabi clearly state the learning goals of the course. Secondly, at the level of the programs, the department communicates the Student Learning Outcomes (SLOs) for every degree program via webpages linked to in the menu on the front page of the department website (see below). Additionally, learning goals are typically communicated to new students at the new major orientation. In the future, the department hopes to make use of the student email list serve for ongoing communication with majors on learning goals and opportunities. And finally, learning goals are part of the informal dialogue between students and the faculty and staff advisers who mentor them. See:

http://sociology.unm.edu/undergraduate/Desired_Student_Learning_Outcomes.html

http://sociology.unm.edu/graduate/ma-and-phd-requirements/Desired_Student_Learning_Outcomes.html

1E. Department's primary constituents and stakeholders.

Undergraduate majors in sociology or criminology and graduate students pursuing Master's and PhD degrees form the Department's core constituencies. Parents of students form a constituency

in their right, as do the citizens of New Mexico more generally. Government officials—state, county, and local—constitute a type of constituency. Faculty members form the key stakeholders within the Departmental structure. In a manner of speaking, the upper administration, including the College of Arts and Sciences, and the office of Academic Provost, form constituencies. Finally, grant officers associated with various federal funding agencies and private foundations share an interest in having a successful sociology department.

1F. Examples of how satisfaction of the program goals serves constituents.

Graduate students quite understandably play a greater stakeholder role than undergraduates. Their smaller numbers and more central positioning within the domain of the Department afford opportunity for their representatives to express their positions regarding graduate student issues directly to the Department through the Sociology Graduate Student Association. Their service as constituents helps satisfy the Department's education mission. For example, their inclusion in faculty search committees allows training in the academic profession. Recent colloquia have been organized specifically to address graduate student needs, for example, on forming research questions for dissertations. The Department's annual colloquium series allows graduate students to share their research and receive feedback in the interest of their professional development.

Undergraduates discuss issues of their particular concern to advisors and sometimes directly to faculty members. The Department's constant attention to the curricular workings and needs of the undergraduate program is framed to a considerable extent to students as a major constituency. With respect to the parents of sociology/criminology students, the Department chair's door is always open to their concerns. The Department's service to the public is indicated by a recent request by a parent to have a faculty member available to be interviewed by his middle school child for his social science/history project. Sensitivity to the public arises more generally, as in, for example, opinion pieces faculty members submit to mass media. Sociology faculty have always been responsive to public officials' request for data, information, and research, sometimes channeled into the Department from the University's public relations office, again an instance of educational commitment to New Mexico.

As stakeholders and a constituency, the concerns of faculty members are addressed within the Department's governance structure. Their concerns for the well-being and improvement are central and they are also the agents responsible for addressing of the Department's operations, the interests of other constituents, and the future direction of the Department. With respect to their own constituency status, the Department has mechanism for addressing issues of salary equity, course distribution, and committee service.

1G. Examples of outreach or community activities (local, regional, national, and/or international).

The Department offers a colloquium series organized by an ad hoc Colloquium Committee. The Committee is composed of faculty members and graduate students. The series is open to the university community and the public. Graduate students are invited to speak on their work as well as Department faculty regarding their research. Leading national scholars in sociology are

brought in to speak through the series, and they generally and graciously tend to accept. Recent instances have included Professors Becky Petit, Val Burris, Doug McAdam, and David Snow.

Department faculty members engage in public sociology and community outreach on various levels. Professor Reuben J. Thomas frequently advises journalists with their reporting on assortative mating and trends in how couples meet. Over the past several years he's been quoted by outlets such as *USA Today*, the *Wall Street Journal*, *Market Watch*, the *Albuquerque Journal*, and Colombia's national public radio.

As a sociologist of race, ethnicity, and gender stratification, Professor Nancy López grounds her scholarship and praxis on the fundamental assumption that social hierarchies based on race impact U.S. society at all levels and in multi-faceted ways. To that end, in 2009 Dr. López co-founded and now directs the Institute for the Study of “Race” & Social Justice and in 2014 founded the New Mexico Race, Gender, and Class Data Policy Consortium, both housed at the RWJF Center for Health Policy. Dr. López's visceral commitment to engaged public sociology includes teaching, research and service on race and social justice praxis. She has contributed as an expert on and presenter on issue of racial and ethnic measurements for national, local and policy partners including, the U.S. Census, the AfroLatino Forum, The Smithsonian Showcase, National Association of Latino Elected Officials, National Research Council and National Academy of Sciences, and Research Working Groups at the American Educational Researchers Association and the American Institute for Research and the Behavioral Risk Factor Surveillance Survey Working Group for New Mexico. Dr. López has also assumed leadership roles in the American Sociological Association as Chair of the Committee on the Status of Racial and Ethnic Minorities, Member of the Committee on Nominations and Past Chair of the Section on Race, Gender, and Class. Dr. López's community engaged scholarship has created bridges of dialogue and understanding among diverse audiences including scholars, community leaders, as well as state and national policy makers that have laid the foundation for the development of new and innovative tools for mapping and interrupting systemic racial inequalities and their intersection with other systems of inequality including gender, ethnicity, class, etc. in health and education as well as other policy arenas.

Professor Jessica Goodkind is a community-engaged scholar who applies her scholarship and teaching to contribute to the communities with whom she works and to social change efforts. Her work involves numerous activities that are not always “visible” within the academy. They range from developing community partnerships and involving community members in all aspects of the research process to mentoring trainees and students from the communities with which she works and sharing knowledge and disseminating results through non-traditional means (e.g., community presentations and trainings). She works collaboratively with communities to understand and address the mental health consequences of exposure to highly stressful social environments and to develop and assess the processes that promote healing, well-being, and social justice. She helps support efforts on campus to foster community-engaged scholarship, by participating in and presenting at the Community Engaged Scholarship Forum, and she is a board member of the newly formed UNM Service Learning Advisory Board. Goodkind's service includes over 50 presentations to Tribal Communities and Governments, and numerous invited Grand Rounds presentations in the UNM School of Medicine, frequent guest lectures in courses, and community presentations, such as serving as a

panel member of the Catholic Charities USA forum on Local Responses to Refugee Resettlement (2013), serving as the keynote speaker for World Red Cross and Red Crescent Day (2013), and providing an invited presentation to the New Mexico Academy of Family Physicians (2014). She participates in several community organizations, applying professional experience and expertise, including serving as a Board Member of the New Mexico Immigrant Law Center (2011-present), Board Member of the Association of Burundian Americans in New Mexico (2010-present), and as a member of Parents and Teachers for an Educated Community (2014-present). She has been invited to speak at the NIMH *Closing the Gaps: Reducing Disparities in Mental Health Treatment through Engagement* Meeting, invited to participate at the American Psychological Association's *Science Leadership Conference on Community Engagement*, and has served on several national committees including the Society for Community Research & Action's *Task Force on Disaster, Community Readiness and Recovery* and the CDC's *Prevention Research Center Research Committee*. She also participated in a working group that published an important document entitled *Guiding Principles for Engaging in Research with Native American Communities* (2012).

Professor Sharon Erickson-Nepstad, whose primary research interest is social movements, is a board member of Sexto Sol Center for Community Action (since 1997), a non-profit organization working in Chiapas, Mexico and Guatemala that focuses on sustainable development and supports communities that experience trauma, mainly through war and natural disasters such as earthquakes.

Professor Tamara Kay has served as an expert guest on radio and television programs, for example, KUNM Call-In Show radio program on international trade and the Trans-Pacific Partnership Agreement. May 21, 2015; "New Mexico Voice of Labor" radio program on international trade and the Trans-Pacific Partnership Agreement. April 24, 2015; ABQ27 television for segment on right-to-work legislation "The Morning Brew with Friends," February 24, 2015; and for KSFR radio program on right-to-work legislation. February 20, 2015. She has written opinion editorials, for example, "The Misleading Arguments Propelling Right-to-Work Laws," *The Conversation*, May 1, 2015; Radio Universidad (Puerto Rico, 2010), hour long program, "Social Movements: Challenges and Opportunities for Social Change in Puerto Rico; "There's No Relationship Between Right-to-Work Laws and Job Growth," *Albuquerque Business First*, February 20, 2015. She has also authored a number of opinion editorials, including "The Misleading Arguments Propelling Right-to-Work Laws," *The Conversation*, May 1, 2015 (reprinted digitally in *Newsweek* as "The Slippery Math of Right-to-Work Advocates," May 17, 2015); and, "Junk Science Misleading New Mexico Legislators" (with Gordon Lafer), *Las Cruces Sun-News*, February 15, 2015. She has also been quoted by several outlets including: on right-to-work legislation in Eric Garcia, "The Right-to-Work Fight You Aren't Hearing About," *National Journal*, March 10, 2015; on ready-to-work legislation in Mike English, "[NM Senate Dems Tout Support for 73,000-Job Bill Package](#)" *Albuquerque Business First*, February 19, 2015; on right-to-work legislation in Dan Mayfield, "Professor Calls Right-to-Work Study 'Kindergarten Math'" *Albuquerque Business First*, February 13, 2015; on the effectiveness of, and reporting on, right-to-work laws in New Mexico in Andy Lyman, "Differing Views on a Right-to-Work Study" *New Mexico Political Report*, February 13, 2015.

Section III: Criterion 2. Teaching and Learning: Curriculum

2A. Detailed description of curriculum for each program; the general education component, required and program-specific components for both the undergraduate and graduate programs; relevance and impact of the curriculum associated with each program; brief justification for programs that require over 120 credit hours for completion.

UNDERGRADUATE CURRICULUM

The Department of Sociology offers two Bachelor of Arts degrees: sociology and criminology. A cumulative grade point average of 2.5 or better in all courses completed is required for regular admission to the sociology and criminology majors.

BA in Sociology

Sociology majors must complete at least 34 hours of course work, including the following 13 hours of required courses: Introduction to Sociology (101), Sociological Theory (371), Introduction to Research Methods (380); and Sociological Data Analysis (381L). These four courses are designed to provide a foundation for our majors to succeed in advanced sociology courses. Students must choose 12 hours (4 courses) from the list of required 300-400 level courses which include courses on the Sociology of Native Americans (328), Social Movements (331) and Social Dynamics of Global Change (461). Students are required to take 9 hours (3 courses) drawn from all sociology courses not specifically required. In addition to the above requirements, students may select from a number of designated courses that provide a concentration in one of the following subfields of sociology:

1. Pre-law. Provides background for careers or further training in police, correctional or legal institutions.
2. Human Services and Social Policy. Appropriate for future work in public and private agencies, as preparation for law school or for graduate study in social work, public administration, and business administration.

Minor in Sociology

To graduate with sociology minor, a student must pass 21 hours (7 courses) of sociology coursework, including 9 hours (3 courses) of specific requirements (Soc101, 380 and 371) and 12 hours (4 courses) of electives. Each course must be passed with a grade of C or better, and the cumulative grade point average in these courses must be at least 2.00.

B.A. in Criminology

Criminology majors must complete at least 34 hours of course work, including the following 22 hours of required courses: Introduction to Sociology (101), Crime, Public Policy & the Criminal Justice System (205), Deviance (213), Causes of Crime and Delinquency (312), Sociological Theory (371), Introduction to Research Methods (380); and Sociological Data Analysis (381L). These courses are designed to provide a foundation for our majors to succeed in advanced criminology courses. Students must choose 6 hours (2 courses) from the list of required 400 level courses that expose students to key substantive issues in criminology. Students must also take 6 hours (2 courses) drawn from a variety of elective courses from sociology as well as other related disciplines.

Minor in Criminology

The criminology minor requires a total of 21 hours (seven courses): 101; one of 205 or 213; 312; and two of 412, 414, 416, 423, 424, 425 or 426. The 21 hours must also include 6 hours from a list of designated electives.

Honors

The Department also administers a Sociology Honors program. Students with a GPA at or above 3.5 in sociology or criminology and 3.25 overall qualify for departmental honors. Completion of honors requires a two-course sequence, beginning with Soc399 Advanced Undergraduate Workshop in Sociology taken in the fall, followed by Soc490/491 to refine their thesis projects with their thesis advisor. Students who successfully defend their thesis are awarded honors cum laude, magna cum laude, or summa cum laude.

GRADUATE CURRICULUM

The Sociology Department offers a Ph.D. degree. It does not offer a separate MA terminal degree. All of our graduate students are admitted directly into the Ph.D. program. Those who enter without an M.A. degree complete the required M.A. en route to the Ph.D. Although students may leave the program after finishing their M.A., students enter our program with the initial intent of earning the Ph.D.

M.A. Requirements

Students admitted to the Ph.D. program without an approved M.A. (including thesis) will be considered a Pre-M.A. Ph.D. student and must still complete all M.A. requirements listed below. Students admitted to the Ph.D. program from outside the UNM Department of Sociology must complete all MA requirements, including the thesis, unless the Graduate Committee formally approves the MA thesis. Upon the request of the student, the Graduate Committee may accept a previous M.A. thesis if the thesis is in a closely-related social science discipline and meets departmental standards for original sociological research. A student with an approved MA (including thesis) will be considered a Post –M.A. PhD. student.

All students are required to meet the program requirements for Plan I in the University Catalog. The Sociology Department does not offer a Plan II (exam) track. Our M.A. requires 24 hours of coursework, 6 hours of thesis, and a written thesis. Prior to writing a thesis, students must form a thesis committee (TC) consisting of a chairperson and at least two other faculty members (one of these may serve as co-chair). Students are responsible for notifying the Graduate Coordinator and their TC the semester prior to their planned graduation.

Required Course Work³

- Sociology 523: THEORY PROSEMINAR (should be taken first semester)
- Sociology 500: Classical Social Theory OR Sociology 513: Contemporary Theory 1, or Sociology 514: Contemporary Theory 2
- Sociology 580: METHODS OF SOCIAL RESEARCH

³ Required courses are generally closed to non-degree students. The professor teaching the course will have discretion over enrollment decisions, prerequisites, etc.

- Sociology 581: ADVANCED SOCIAL STATISTICS I
- 14 hours of graduate-level, substantive Sociology coursework or approved courses in other departments
- Sociology 599: Master's Thesis (6 hours)⁴

Thesis Plan and Prospectus

At the end of their first academic year, students will have formulated a thesis topic and identify an appropriate TC. Students must develop a prospectus for their thesis and have it formally approved by their TC. The prospectus should be submitted to the TC within one year of completion of course work. A meeting, preferably with all committee members present, must be held to approve the prospectus. After this meeting, the committee can either formally approve the prospectus, or request revisions. When the TC is satisfied with the condition of the prospectus work, the student will submit a signed copy of the Prospectus Approval form and a copy of the prospectus to the staff Graduate Coordinator. All members of the committee must sign this form.

Minor changes in the proposed project are anticipated, and can be made in consultation with the chair of the student's TC. All members of the TC must approve major changes in the proposed project. The student and the chair of the TC are responsible for determining if other committee members would view a change as a major change. In the event that there is a major change, the chair of the student's TC must prepare a memo describing the change. Signatures from all committee members approving the change must be obtained. The memo, and the accompanying signatures, must be filed with the department staff Graduate Coordinator.

Thesis Defense

Students must be enrolled for thesis hours the semester of graduation. Once a student enrolls for thesis hours, he/she must be continuously enrolled for at least one hour of thesis through the graduating semester. Only six hours of thesis will count toward the degree requirements.

A Masters student's final examination is an oral defense of the completed thesis. Students must notify the staff Graduate Coordinator prior to the proposed examination date so that, in consultation, they can complete the Announcement of Examination form, which must be submitted to Graduate Studies at least two (2) weeks before the exam. Signatures are required on this document and therefore students need to plan for its completion in advance of the two-week deadline.

During the defense the student should be able to indicate the relevance of his or her research for the area of sociology that has been the focus of the student's graduate career. Following the defense students are responsible for the successful submission of all forms on the Graduate Studies Masters Plan Graduation Checklist, available on the Graduate Studies website under

⁴ Once a student begins thesis hours he or she must continue enrolling each semester until graduation. This does not include summer semesters if no other course enrollment is occurring. Note this may result in more than 6 hours of Sociology 599 earned, although only 6 hours will count toward the degree requirements.

‘Graduate Studies Forms: Graduation.’ In addition, the student is required to submit a final copy of the revised thesis with the department.

B. Continuation in the Ph.D. Program Post-M.A.

Policy

Continuation in the Ph.D. program is not automatic. All students must formally request to continue on to the Ph.D. program after completing MA requirements. (The only exceptions are students who hold an M.A. from another institution that has been approved by the Graduate Committee).

Criteria

The decision by the department to approve continuation in the Ph.D. program will be based on quality of the thesis, performance in coursework (grades should reflect doctoral-level ability, which means A- or better in the majority of courses), timely progress toward the degree, and other relevant information.

Process

Students who wish to continue in the Ph.D. program must submit the “Request to Continue in the Ph.D. Program Post-M.A.” form prior to their thesis defense. At the Thesis Defense, thesis committee members will evaluate the student’s request in light of the student’s demonstrated potential for doctoral-level study. Each committee member will submit their recommendation to the Graduate Committee. The Graduate Committee will make the final decision about requests to continue and notify the student accordingly.

C. Ph.D. Requirements

Course Work

Students must obtain a Master's degree en route before pursuing a PhD. The only exceptions are students who hold an M.A. in a closely related field that has been approved by the Graduate Committee. This requires the successful completion of all university and departmental MA degree requirements. All students are required to take 48 total hours of course work for the Ph.D. plus 18 additional dissertation hours. The M.A. en route (from UNM Sociology) provides the first 30 hours of this coursework (including 6 hours of thesis). Students who obtained their M.A. at another institution will take 48 hours of coursework toward the Ph.D.

The required courses for the Ph.D. are⁵:

- Sociology 523: Theory Proseminar (should be taken first semester)
- Sociology 500: Classical Social Theory
- Sociology 513: Contemporary Theory 1 OR Sociology 514: Contemporary Theory
- Sociology 580: Methods of Social Research I
- Sociology 581: Advanced Social Statistics 1
- Sociology 582: Advanced Social Statistics 2

⁵ Required courses are generally closed to non-degree students. The professor teaching the course will have discretion over enrollment decisions, prerequisites, etc.

- One additional graduate level methods or statistics course
- Fifteen hours of graduate-level, substantive Sociology coursework
- Sociology 699: Dissertation (18 hours)

Comprehensive Examinations

- **Requirements:** Ph.D. candidates must successfully complete comprehensive examinations in two sociological areas. An area is defined as a recognized sub-discipline in sociology. At least one of the two exam areas must be from the following list: Crime, Law, and Social Control; Social Movements; Race and Ethnicity; Sociology of Health and Medicine; Global/Transnational Sociology (usually with an emphasis in Latin America). Although the department has faculty resources and course offerings in each of the above areas, students need to note that faculty resources and course offerings are subject to change, and not all areas may be covered at any given time. A student may comp in an area outside of the above list if he or she can find two sociology faculty who agree to serve on the comprehensive exam committee for that area.

Comprehensive exams assess the ability of students to comprehend and evaluate key issues within a particular area of sociology. They form preliminary preparation for becoming a scholar in a particular area, and toward doing independent research on a dissertation. The exams assess the student's ability to review the empirical and theoretical landmarks of a particular area and the student's ability to analyze, synthesize, and critique major theoretical and empirical materials. All students are expected to have a reading list in each area approved by the relevant members of their Comprehensive Exam Committee (CEC), no later than 4 months before the exam.

- **Evaluations**

Written Examination: Faculty in each area should meet within two weeks of the second exam to evaluate the performance on the written exam, and communicate their evaluation to the Chair of the CEC. The written portion of each area exam will be evaluated independently by each of the appropriate faculty members on the CEC. If two faculty members evaluate an area, then both must agree the student has passed the written exam for the student to proceed to take the oral exam in that area. If more than two faculty evaluate an area, then a majority of the faculty evaluating that area must agree the student has passed the written exam for the student to proceed to take the oral exam in that area. Failure of the written portion of the exam in an area constitutes failure of the exam in that area.

Oral Examination and Final Evaluation of Comp: The oral exam provides the faculty and student with the opportunity to consider aspects of the written exam more closely, as well as related theoretical and methodological concerns in the area of specialization. The oral examination (defense) must be taken within two weeks of completion of the written exams. To pass the comprehensive exam in an area, a majority of faculty members evaluating an area must agree to a passing evaluation. If two faculty members evaluate an area, then both must agree to a

passing evaluation. In the event a student fails one area, only that area becomes the subject of reexamination. To pass with distinction all members of both areas of the exam committee must agree.

Ph. D. Candidacy

It is the responsibility of every PhD student to file an Application for Candidacy form for the Doctoral Degree after passing the comprehensive exams; this form is available on the Graduate Studies website.

Dissertation Committee

The student nominates a Dissertation Committee (DC) by submitting an Appointment of Dissertation Committee to Graduate Studies. This form needs to be in no later than the first semester of enrollment in Sociology 699.

Prospectus

The dissertation prospectus form should be submitted within one year of completion of the comprehensive exam. To achieve formal approval of the dissertation prospectus, the student must hold a meeting with all committee members present, and then file the signed Prospectus Approval Form with the staff Graduate Coordinator.

D. Dissertation Defense and Graduation

Only students appearing on the University's copy of the departmental graduation list are eligible for graduation each semester.⁶ Once each spring, summer, and fall the staff Graduate Coordinator sends out a call for 'intention to graduate' in the following semester (i.e. each summer students are asked if they plan to graduate in the fall) and compiles a departmental list that is then submitted to the Graduate Studies office. Eligibility for inclusion on the graduation list consists of a completed and approved Application for Candidacy form, enrollment in 699 Dissertation hours (18 hours need to be completed by the time of graduation) and the reasonable demonstration that the dissertation will be completed by the end of the coming semester.

Upon successful completion, defense, and revision (if necessary) of the dissertation, the student is required to file a hard copy with the department. Ph.D. candidates are required to upload a properly formatted copy of their dissertation prior to graduation. Students must be enrolled in dissertation hours their graduating semester. Once a student enrolls in dissertation hours, he/she must be continuously enrolled in dissertation hours through the graduating semester and accrue a minimum of 18 hours.

2B. Departmental contributions to other internal units within UNM.

The Sociology Department is engaged in the general academic mission and goals of the College of Arts & Sciences and the University at large. It makes several contributions to the academic mission of the University.

⁶ Exceptions can be made under extraordinary circumstances with the consent of the DC and the department chair's approval.

- UNM has recently developed a second campus of main campus unit, called UNM-West and located some 20 miles away in the nearby town of Rio Rancho. Two full-time Lecturers and at least three part-time instructors teach in the sociology program at the UNM-West campus. To illustrate, the fall 2015 offerings included Soc101 Introduction to Sociology; 205 Crime, Public Policy & the CJ System; 213 Deviance; 312 Causes of Crime and Delinquency; 331 Social Movements; 371 Sociological Theory; 381L Sociological Data Analysis (2 sections); 398 T: Race and Globalization (2 sections); 398 T:Soc. of New Religious Movements; and, 416 Sociology of Law.
- Department faculty have or have been serving in a number of administrative posts outside the Department: Wood as President of the Faculty Senate, Special Advisor for Strategic Initiatives in the Office of the Provost, and director of the Religious Studies Program; López as co-director of the Institute for the Study of Race & Social Justice; Gonzales as an associate dean in the College of Arts & Sciences and director of the Southwest Hispanic Research Institute; Fiala as director of the Institute for Social Research.
- UNM operates four branch campuses (2-year colleges) in Gallup, Los Alamos, Taos, and Valencia County, on its declared responsibility of serving the citizens of the State by offering opportunities for higher education. 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.” The Department assists the branch campus administrations coordinate the offering of a wide range of sociology courses, including sections of 101, 205, 211, 213, 216, 280, 312, 313, 345, 398, 414, 416, and 424.
- Two Sociology courses—Soc101 Introduction to Sociology and Soc216. The Dynamics of Prejudice—are on the list of courses fulfilling the social and behavioral sciences core competencies (Core curriculum) for all UNM undergraduate students. (The special inclusion of Soc216 resulted from concerted efforts of the Department’s Soc216 Task Force, the Undergraduate Committee, and Professor López, who submitted the proposal for a diversity requirement based on the State of New Mexico’s highly diverse population.)
- The UNM Extended University maintains statewide education centers. These centers serve as a focal point for delivery of instruction and for student support services. Distance education occurs 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 teaching. Courses that have been taught on-line by Department instructors include the core criminology sequence and upper division theory. Sociology contributes to the instructional programs at Kirtland Air Force Base, including medical sociology.
- 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, Chicano/a Studies, and Religious Studies.

- Sociology graduate courses 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 (LAS) can select sociology as one of their 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 Language Literacy and Cultural Studies (Soc428 Sociology of Mexican Americans), and Women Studies (including Soc308, Sociology of Gender).
- Several Department faculties occasionally lend their teaching to other units, offering courses in Latin American Studies, Chicano and Chicana Studies, and Women Studies.
- Department instructors participate in the Honors College Freshman Learning Communities and Learning Community programs, which offer small-group seminars for selected groups of first-year students. Recent examples include Soc101 and Soc216.
- The Robert Wood Johnson Foundation Center for Health Policy at the UNM (RWJFC) invests in five disciplinary areas to improve the quality of health services research and policy analysis, one of which is sociology. The core of medical/health faculty specialists commit to mentoring RWJFC fellows and participate in conducting research and policy analyses that address the many social, political, and economic factors that contribute to the inequities observed in health and health care in American society. They also support leadership development activities that encourage interdisciplinary collaboration among scholars in the social, behavioral and health sciences. Finally, they contribute to building stronger and richer connections with communities so that they can share their knowledge and teach how best to improve health and well-being of the people.
- The Department is one of 10 departments in the College of Arts & Sciences and the College of Fine Arts participating in the UNM-Andrew W. Mellon Foundation Dissertation Fellowship Program. The purpose is to increase diversity and quality of graduate education at UNM. It seeks to build professional leadership and advance research that integrates humanities and social science perspectives on issues of importance to Native American and Hispano communities. It supports minority doctoral students working in the areas of the humanistic social sciences and whose dissertation research focuses on Native American and/or Hispano communities in the US and Latin America. Fellowships are for senior graduate students who receive one- or two-year fellowships.
- The Mellon Mays Undergraduate Fellowship Program addresses, over time, the problem of underrepresentation in the academy at the level of college and university faculties. The goal is addressed by increasing the number of students from underrepresented minority groups who pursue Ph.D.s and supports the pursuit of Ph.D.s by students who may not come from traditional minority groups but have otherwise demonstrated a commitment to the goals of MMUF. The MMUF program is designed to encourage fellows to enter PhD programs that

prepare students for professorial careers; it is not intended to support students who intend to go on to medical school, law school or other professional schools.

- Department faculty are or have been serving in a number of administrative posts outside the Department: Wood as president of the Faculty Senate and Provost Special Advisor for Strategic Initiatives; López as co-director of the Institute for the Study of Race & Social Justice; Gonzales as an associate dean in the College of Arts & Sciences and director of the Southwest Hispanic Research Institute, and current director of the School of Public Administration; Department faculty serve as associated faculty of Robert Wood Johnson Health Policy Center, the Southwest Hispanic Research Institute, Chicana/o Studies, Women's Studies, Native American Studies, and other programs.
- Under the guidance of Professor López, a 15-credit Graduate Certificate in Race & Social Justice is currently wending through the faculty Senate Curriculum Committee. It is designed as an area of specialization for students pursuing a master's degree or a doctorate in disciplines in the humanities, social sciences, fine arts, or the professional schools at the University of New Mexico. The certificate provides students the opportunity to complete an education program that is anchored in a critical examination of normative understandings of contemporary and historic racial inequalities. The proposed certificate formally recognizes the specialized knowledge that many graduate students are already completing at UNM but lack any official mechanism for certifying this specialization and expertise on their transcripts.
- Two faculty (Barker and Whooley) teach a required course, HMHV-101 Social Contours of Health, in UNM's BA/MD program, a pre-med pipeline program established by the state legislature to address the need for physicians in rural and under-served communities of New Mexico. The program has a broad, integrated curriculum that focuses not just on the biological sciences, but on the social sciences and humanities as well. Its core mission is to prepare New Mexican students from under-privileged backgrounds for careers in medicine.

2C: The modes of delivery used for teaching courses.

Department instructors utilize varied modes of delivery in teaching their courses. A classic lecture format is most often used in high enrollment (60-300) lower division undergraduate courses. A combination lecture-seminar approach appears best for many upper division courses, while relatively small senior-level courses are capable of being organized into seminars.

Within a traditional classroom setting, Power Point has become de rigueur for instructor presentations of many a factual, substantive, and theoretical theme. Field trips, films, and guest speakers continue to prove useful for certain instructional purposes. The substantial availability of smart classrooms provides enhanced instructional technologies for undergraduate teaching. A number of Learning Studio Classrooms are located in Dane Smith Hall and the Collaborative Teaching and Learning Building (CTLB). The Learning Studio Classroom is designed for collaborative learning in any discipline. The seating capacities range from 54 to 126. The computer classroom in the award winning CTLB (modeled on facilities at North Carolina State University and MIT) is particularly exploited by our social statistics instructors, allowing for small group collaboration on project-based curricula with sophisticated technology

infrastructure. The Department has its own smaller laboratory within its office quarters, equipped with twelve desk-top computers, which is used for teaching advanced quantitative methods to graduate students.

The Department participates in UNM's Online Courses & Degree Completion Programs. Online courses are meant to meet academic goals while bringing flexibility to students' daily schedules. UNM Online courses are taught by UNM faculty and count for the same credit as traditional, campus-based courses. The program is designed to offer students throughout the state and beyond the opportunity to earn a degree from UNM. In Spring Semester of 2015, the Department offered eleven Online courses—three introductory sociology, two social problems, one deviance, two causes of crime and delinquency, one social movements, one theory, one cross-listed course in Chicana/o culture, and one sociology of law.

Interactive Webcasting (ITVE) offers computerized distance learning of courses taught on campus out to remote locations. In the system, students from throughout the state connect to on-campus courses via labs in the UNM branch campuses in Farmington, Gallup, Los Alamos, Santa Fe, Taos, and Valencia County. Distance learners utilize the same class materials as in-class students, submit regular assignments, and interact with faculty and students. In spring 2015, the Department offered seven sections in the sociology of law in the ITVE program, although only 3 had distance students registered in them. In fall 2015, the Department offered one class that included an ITV component (SOC416). We are now close to being able to offer all required undergraduate courses either online or via the ITVE program, a key goal for making the UNM sociology degree available throughout the state.

Section IV: Criterion 3. Teaching and Learning: Continuous Improvement

3A. The assessment process and evaluation of student learning outcomes for each program by specific questions.

The skills, knowledge, and values expected of all students at the completion of the program (learning goals outlined in Criterion 1). The student learning outcomes for the program.

See Student Learning Outcomes (SLOs) below for each degree program and Appendix O: Measuring SLOs for how we assess student progress on these SLOs.

How the student learning outcomes have been changed or improved.

The SLOs have been stable since the last APR. We are satisfied with these SLOs, and keeping them as is has the strong analytic advantage of allowing us to compare prior years' data to current data each year. SLOs were developed by small teams of the most relevant faculty for each core course or degree program, then brought to the full faculty for discussion, revision, and adoption.

How the student learning outcomes are communicated to faculty and students.

The learning goals are communicated to students via both formal and informal channels. Formally, this occurs in two ways: First, at the level of individual courses, it is department policy that all course syllabi clearly state the learning goals of the course. Secondly, at the level of the programs, the department communicates the SLOs for every degree program via links in the menu on the front page of the department website; and SLOs are also available via the College of Arts & Sciences website for assessment (see below). Informally, learning goals are typically communicated to new students at the new major orientation. In the future, the department hopes to make use of our newly established (and constantly updated) student email list serve for ongoing communication with majors on learning goals and opportunities. And finally, learning goals are part of the informal dialogue between students and the faculty and advisors who mentor them.

http://sociology.unm.edu/undergraduate/Desired_Student_Learning_Outcomes.html

http://sociology.unm.edu/graduate/ma-and-phd-requirements/Desired_Student_Learning_Outcomes.html

<http://artsci.unm.edu/departments/assessment/program-assessment.html>

How the student learning outcomes are defined and measured.

Please see Appendix O: Measuring SLOs, as well as the annual outcomes assessment reports for detailed information on sampling strategy and direct & indirect measures used for assessment.

The current direct and indirect assessment methods used to evaluate the extent to which students are meeting the student learning outcomes.

Direct and indirect assessments are done once every three years for each SLO in each program, on a rotating basis such that one third of the SLOs are assessed each academic year. The sampling frames for assessment are all of the students who complete the required course most relevant to the SLO in the selected semester. For indirect assessment, all of these students are surveyed. For some direct assessment measures, all students' are assessed, while for more labor-intensive measures we use simple or systematic random sampling to assess a subset of the

students. See Appendix O: Measuring SLOs for a more detailed breakdown of how, when and where each SLO is measured for each program.

Direct measures are exam questions or class papers that are determined by the assessment team to be good operations of the student learning outcome. A member of the assessment team, typically the assessment coordinator, is responsible for scoring each student's response on a scale reflecting the SLO. When the measure requires expertise outside of the assessment team members' areas, other faculty (but not the instructors) are enlisted to score the student's responses. The instructors' grading of the item can also be used a reference, but are not sufficient for the assessment.

Indirect measures are typically the students' own perceptions of their learning of the SLOs within the assessed course. In the past this has been done by an anonymous online survey sent to the students after the course has completed, but the department is moving towards including these measures on the course evaluations of the courses being assessed. The specific measures ask the students to rate how well they felt the course helped them learn the SLO.

How the program's assessment methods have been changed or improved.

Over the past two years, the University as a whole has implemented many changes to the assessment process, and the department's process has responded with the following four significant changes:

- Assessments are now done for every program every year, and each individual SLO is assessed at least once every 3 years.
- Both direct and indirect measures are used in every assessment of an SLO.
- Indirect measures now focus on students' feedback and their assessment of how well the course/program is meeting the SLO. We are currently testing the use of targeted questions on course evaluations to do this.
- Direct measures now use probability sampling for labor intensive assessment procedures, such as assessing student papers or essays. This improves both measurement validity and the generalizability of the sample to the population of students taking the assessed courses in a given year.

The assessment process is led by a faculty member appointed as Assessments Coordinator, with a course release to allow time for this time-intensive endeavor (currently: Dr. Reuben Thomas). Implementation is supported by our front office staff. Data collection methods vary according to the particular direct & indirect measures used (see Appendix O: Measuring SLOs for detailed methods). Data are cleaned and analyzed by the Assessments Coordinator, and shared with faculty by the Chairperson of the Department. A team of the most relevant faculty members meets to discuss the results, what they mean for our pedagogy in these courses, and what improvements might be made in the course, the SLOs, and/or the assessment process itself. For core curriculum assessment, that team is made up of faculty members teaching in the core curriculum, the head of our Undergraduate Committee, the Assessments Coordinator, and any other interested faculty. For degree program assessment, that team is made up of the core Criminology faculty (for B.A. in Criminology); the Undergraduate Committee (for B.A. in Sociology); and the Graduate Committee (for graduate degrees). Each committee then makes

recommendations to the full faculty for changes at the level of pedagogy, overall curriculum, SLO definition, or assessment.

Space precludes a full cataloguing of the changes we have made as a result of this process. A sampling includes:

- Streamlining of our majors via elimination of one required course from our Criminology major (Soc312) and combining two previously required theory courses into one (Sociology 371) for both Sociology and Criminology majors.
- Narrowing substantially the number of courses taught by adjunct part-time instructors, by offering fewer such sections and giving more sections to graduate students to teach.
- Reducing substantially the number of our students who graduate with little exposure to tenure-track faculty in the classroom, by moving more faculty into our key required upper division courses and raising class caps where needed.
- Focusing Ph.D. comprehensive exams into five key areas, with corresponding regular graduate seminars taught in those areas.
- Better supervising and mentoring students and part-time instructors teaching in our general education core curriculum courses (Soc101: Intro to Sociology and Soc216: Dynamics of Prejudice).

SLOs for our General Education Core Curriculum courses:

Sociology 101: Introduction to Sociology

1. Students will be able to define social structure (i.e., social organization) and explain some important elements of social structure, including status, role, class, power, ethnicity, race, gender, and social stratification.
2. Students will be able to define culture and explain some important elements of culture, including beliefs, values, norms, and language.
3. Students will be able to explain the socialization process and how it operates through at least three major agents of socialization (e.g., the family, education, peer groups, and the media).

Sociology 216: Dynamics of Prejudice

1. Students will be able to discuss and explain race as a social construct that is analytically distinct from ethnicity and ancestry.
2. Students will be able to identify and explain the distinction between master social status, cultural background, and national origin, and how these concepts apply to race and ethnicity.
3. Students will be able to discuss and explain gender as a social construction that is analytically distinct from sex assignment at birth and sexual
4. Students will be able to identify and explain differing conceptions of class, including class as a multi-dimensional social construction that is co-constructed with race.

In addition to SLOs for our courses in the UNM Core Curriculum, we have defined SLOs for all of our degree programs, as listed below:

SLOs for our degree programs:

B.A. Sociology

The SLOs for this degree program include.

A. General and Overview SLOs

- A.1. Students will be able to define social structure (social organization) and explain some important elements of social structure, including status, role, power, ethnicity, race, gender, and social stratification.
- A.2. Students will be able to define culture and explain some important elements of culture, including beliefs, values, norms and language.
- A.3. Students will be able to explain the socialization process and how it operates through at least three major agents of socialization (for example, the family, education, peer groups, and the media).

B. Classical Theory SLOs

- B.1. Students will be able to explain the major themes of Marxian, Durkheimian, and Weberian theories at least.
- B.2. Students will be able to compare and contrast these perspectives.

C. Contemporary Theory SLOs

- C.1. Students will be able to explain the major concepts and assumptions of at least two of the following theories; rational choice, utilitarian, and/or exchange theory; phenomenology; the perspective of Parsons, Bourdieu, Giddens, Habermas, or Foucault; feminist theory; socio-biology.
- C.2. Students will be able to discuss the merits and limitations of each of the two chosen theoretical perspectives.

D. Research Technique SLOs

- D.1. Students will be able to explain the major characteristics of the scientific method.
- D.2. Students will be able to explain the major characteristics of surveys, field research/ethnography, and experiments.
- D.3. Students will be able to discuss the main ethical concerns sociologists face in conducting research and how sociologists attempt to overcome those ethical concerns.

E. Statistics in Research SLOs

- E.1. Students will be able to describe the difference between descriptive and inferential statistics.
- E.2. Students will be able to explain what is meant by correlation, how knowledge of the correlation between two or more variables helps clarify understanding of the social world, and why correlation does not necessarily imply causation.

- E.3. Students will be able to explain the logic of multivariate analysis, including the concept of controlling for variables.

B.A. Criminology

A. Crime Data

- A.1. Students will be able to identify three major sources of crime data: official data (UCR/NIBRS), victimization data (NCVS), and self-report data (e.g., NYS, MTF).
- A.2. Students will be able to identify strengths and weaknesses of each source.
- A.3. Students will be able to identify the kinds of research questions each source of data can address and the types of questions each is unable to adequately address.

B. Correlates of Crime and Delinquency

- B.1. Students will be able to identify some of the key correlates of crime (e.g., age, gender, race, SES).
- B.2. Students will be able to articulate some of the explanations/mechanisms that help explain these correlations.
- B.3. Students will be able to distinguish between micro- and macro-level correlates of crime and related explanations.

C. Criminological Theories

- C.1. Students will be able to articulate the key assumptions, central arguments, and core hypotheses of mainstream criminological theories (e.g., social control, strain, labeling, social disorganization).
- C.2. Students will be able to distinguish between individual and macro-level theories.
- C.3. Students will be able to apply these theories to empirical facts at both the micro and macro levels (e.g., peers and crime (micro) or poverty rates and crime rates (macro)).

D. Social Control Institutions

- D.1. Students will be able to identify the key functions and goals of criminal justice institutions.
- D.2. Students will be able to explain the nature and form of inequality in the criminal justice system (especially race, class and gender) and be able to articulate the central (and often competing) explanations for these inequalities.
- D.3. Students should be able to identify and discuss some of the factors and/or conditions that make formal social controls more or less effective.

M.A. Sociology

A. Classical Theory SLOs

- A.1. Students will be able to explain the major themes of a Marxian, Weberian, and Durkheimian perspective on the social world.
- A.2. Students will be able to discuss the differences, merits, limitations, overlapping characteristics, and possible ways to integrate two or more of the three classical perspectives.
- A.3. Students will be able to derive at least two research hypotheses from two of the

perspectives that may be applicable to an area of their own interest. They will also be able to provide a brief description of a possible research project that investigates the hypotheses.

B. Contemporary Theory SLOs

- B.1. Students will be able to explain how concepts, relationships, middle-range theory and general theory relate to one another in comprising what we mean by theory (note; there are several alternative terms to middle-range and general theory that are not noted here). They will be able to note some major concepts, relationships and perhaps middle-range theory found in a major perspective in contemporary sociological theory.
- B.2. Students will be able to explain and critique at least two theoretical perspectives that are part of contemporary sociological theory.
- B.3. Students will be able to explain two research hypotheses that are associated with the two perspectives described above. They will be able to provide a brief description of a possible research project that investigates the hypotheses.

C. Research Methods SLOs

- C.1 Students will be able to explain the major characteristics of the scientific method, and how it differs from other ways of knowing the world.
- C.2. Students will be able to explain the major approaches to research design, data collection, and data analysis in contemporary sociological research.
- C.3. Students will be able to explain how a research topic important to them may be investigated using a particular research design, mode of data collection, and mode of data analysis.

D. Statistics SLOs

- D.1 Students will be able to describe the idea of fitting a line to a scatterplot of points and the least squares concept. They will be able to explain the “ordinary least squares” regression assumptions and their implications, and illustrate the use of OLS regression. They will be able to interpret OLS results, including summary measures of model fit, estimated coefficients, and statistical significance of effects.
- D.2. Students will be able to explain situations in which OLS regression can and cannot be reasonably applied, and the benefits and limitations of using OLS regression in sociological research.
- D.3. Students will be able to describe, for at least two of the methods listed below, research problems or types of data for which the method is useful. They will also be able to explain the method in a non-technical way, and be able to interpret its main results. Possible methods include generalized least squares, logistic regression, Poisson and negative binomial regression, principal component and factor analysis, correspondence analysis, even history analysis, time series analysis, social network analysis, and analysis of hierarchical or clustered data.

Ph.D. Sociology

The SLOs for this degree program include.

A. Specialized knowledge

- A.1 Students will be able to explain the major characteristics of four sub-disciplines of sociology, note how the sub-disciplines may overlap, and the advantages and disadvantages of disciplinary sub-divisions.
- A.2. Students will be able explain and critique the major theoretical and empirical materials in a sub-discipline of sociology.
- A.3. Students will be able to discuss research applications of major theoretical perspectives in a sub-discipline of sociology.

B. Pedagogical SLOs (Ph.D. focus)

- B.1 Students will be able to organize a class in sociology and engage in evaluation of student performance in a class in sociology.
- B.2. Students will be able to organize, instruct, and engage in evaluation of student performance in a class in sociology.

C. Original Research SLOs (Ph.D. focus)

- C.1. Students will be able to define and organize a research project.
- C.2. Students will be able to carry out data collection and analysis for an original piece of research.
- C.3. Students will be able to write a professional report of the empirical and theoretical results of a research project.

3B. Synthesis of the impact of the program's annual assessment activities based on the following questions.***Support for effective teaching, learning, as well as continuous curricular and program improvement (items 1, 3, and 4 above)***

Most generally the Department has used results from formal program assessments to help provide a supportive and informed set of informal activities that communicate information and provide support for effective teaching, learning, as well as continuous curricular and program improvement (1, 3, and 4 above). The Department has relied on informal and supportive mechanisms under the assumption that these are more effective, and even less costly than formal, often punitive, actions. The informal mechanisms include the following

(1) Communication between the Assessment Coordinator and individual instructors regarding ongoing assessment activities and results of the activities, as well ongoing discussions between the assessment coordinator and individual instructors regarding their class organization and pedagogical techniques. In four cases this has been associated with in-class visits to an instructor's class, and even a guest lecture by the assessment coordinator in one class. The guest lecture is mentioned as a way to illustrate that visits attempted to not be formal evaluations, but instead mechanisms to acquire information and engage in a dialogue among colleagues.

(2) Communication with individual faculty also occurred through the department chair, who was quite cognizant of the importance of having effective instructors in large-enrollment sociology classes (e.g., Soc101). The chair's view was shaped in large part by assessment reports recommending attention be given to the importance of having talented instructors in large

enrollment courses. The chair has made an effort to schedule classes in a manner to utilize the more talented instructors for such classes, and attempted to minimize how burdensome such classes may be.

(3) Non-financial compensation for committed part-time instructors. The Department has been fortunate in having talented part-time instructors and graduate students who perform quite well as instructors. The Department has endeavored to treat them well by providing a semblance of a regular teaching schedule and has had at least formal meetings that focused on their contributions to the Department and the students. A modest cash card for coffee was provided to part-time instructors at one such meeting.

(4) Communication to the entire faculty, staff, and students of the nature of evaluations and their results. This occurs in faculty meetings and in the availability of reports. It also occurred for some time through the existence of a bulletin board in the main hall of the Department that summarized assessment activities, including suggestions for improving instruction. A photograph of the bulletin board is attached as Appendix L. In addition, the assessment coordinator provided an hour-long colloquium on outcomes assessment that noted its evolution and characteristics not only at UNM, but also within sociology in the United States (through information from the ASA).

Efforts at program improvement (2 above)

Efforts at program improvement have occurred in a more formal manner. Specifically, suggestions emerging from an assessment of the criminology program led the Criminology Task Force in the Department to institute general guidelines on the content, and especially the choice of instructors, for teaching specific criminology courses. In a like manner information from an assessment of the Department's Ph.D. program was done to provide the Department, and more specifically the Graduate Committee, with information on altering the current Ph.D. exam process.

Efforts at program improvement through the formal assessment process has also been pursued through Department participation in Assessment within the College and University, members of the Department have also played in role in serving on the committee evaluating completed assessment reports (termed the CARC), provided discussions for other assessment coordinators on some mechanisms to complete an assessment report, and evaluated competing software to be used by the assessment office in the assessment process.

A final, apparently contradictory, mechanism program improvement has been explicit caution regarding the utility of formal assessment procedures for improving the transmission of knowledge in a university setting, in part by removing economic and human resources from instruction towards assessment, and by undermining professional commitment to teaching. The theoretical backing for such skepticism is embedded in Weber's cautionary remarks regarding the iron cage of bureaucratic organization, and two of the most cited articles in modern sociology: Meyer and Rowans "Institutionalized Organizations: Formal Structure as Myth and Ceremony." (ASR 1977), and Dimaggio and Powell's "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." (AJS, 1983). Such cautionary remarks were underscored in the final formal recommendation of the first formal assessment in 2009:

some faculty [viewed the process] as contradicting the very character of scholarship and teaching at the university level. This disquiet was directly felt by the Department's assessment coordinator as he tried to obtain cooperation from all Soc. 101 instructors for the project. Some resistance was also encountered when the full faculty was informed that they had to articulate learning outcomes in a highly specified form (i.e., "students will...").... In the future it would be helpful if a culture within the University were developed that kept the conversation and 'process' regarding teaching and teaching effectiveness at center stage yet avoided high levels of formal organization and hierarchical control.

Between 2009 and 2015 the formal requirements of assessment have increased dramatically, and disquiet has become more widespread. The Department has attempted to control the negative effects of the process through efforts at systematic compliance the attempts to maximize benefits while minimizing damage. (See Appendix L for a photograph of the Bulletin Board post-ups on Assessments Efforts.)

Section V: Criterion 4. Students (Undergraduate and Graduate)

4A. Information regarding student recruitment and admissions (including transfer articulation).

The Department's 2006 Self Study states, "Responsibility for admission to all majors in the College of Arts & Sciences rests with the College Advisement Center and University College. (Requirements for admission into the College are set by the College.)" The sole requirement for acceptance into both the sociology and criminology majors is 2.5 grade point average (recently changed made by the Department from 2.25).

The Department has grown to become one of the largest departments at UNM, as measured by the number of majors in its degree programs. It now averages about 1,200 declared majors in the two B.A. degree programs, with 60-65% of them in Criminology and 35-40% of them in Sociology at any given time. We sustain those degree programs and serve this number of majors with a faculty that has grown in recent years, but remains much smaller than we need. We serve these majors to the best of our ability, via our recent and ongoing efforts to reinvigorate our undergraduate curricula and the excellent work of our two professional advisors and front office staff. But we are constantly having to trade off various priorities in frustrating ways: With 20 faculty members (as of 2016, including Broidy's return in summer 2016), at 60:1 our ratio of majors to faculty surpasses nearly all other units of the University simply cries out for additional faculty lines.

Beyond the inherent attraction of Sociology and Criminology during a period of vast social challenges in the United States and around the world, we have three primary vehicles for attracting students to our undergraduate majors. First, Sociology 101 draws strong enrollments as an optional part of the UNM Core Curriculum; we have begun to strengthen our teaching of Soc101 in recent years through better monitoring, coordination with branch campuses, and outcomes assessment. We currently are seeking to really transform how we offer Soc101, on a model that would have leading faculty teach it as a large lecture in combination with small discussion sections led by graduate assistants (for which we would need new funding). This model would give early-stage graduate students an intensive introduction to teaching, with classroom experience and strong mentoring before taking on their own course. Second, we have recently succeeded in adding Soc206 Dynamics of Prejudice to the UNM Core Curriculum. We hope to build enrollments in this important course as well, and thus attract further future majors (or, if we do not have adequate numbers of faculty to sustain more majors, increase our selectivity of majors). Third, we periodically invest faculty teaching time in Freshman Learning Communities (FLCs), usually as an overload course, because we can so rarely spare faculty from their regular teaching load for these smaller-enrollment sections. The FLC settings allow much more intensive faculty-student exposure for first-year students; this both helps prime these students for future success by more effectively engaging them in the intellectual life of college, and presumably encourages some students to choose to major in Sociology or Criminology. (The FLC enrollments to date are 19 in 2015; 14 in 2014; 21 in fall 2013; 20 in spring 2013; 20 in fall 2012).

In addition, our professional advisors dedicate significant energy to creating better orientation sessions for incoming majors, with 6-8 sessions scheduled each semester to maximize convenience. The department chair, internship coordinator, honors program coordinator, and others periodically speak during these orientation sessions as well, but the bulk of the work is done by the advisors. By welcoming new majors and better preparing them for their progress through the degree program we believe this helps recruit further majors via word-of-mouth. Smooth transfer articulations from branch campuses are another form of student retention, one that is handled centrally in the UNM Registrar's office but also influenced from the departmental level. Dr. Julia So from UNM-Valencia has initiated excellent work to improve articulation from the branch campuses to UNM main, and the departmental Undergrad Committee hosted a cross-branch meeting to work on this (spring 2015).

Grad program recruitment strategies

Over the last few years, the Department has targeted graduate recruitment as a primary concern and has taken steps to improve the quality, quantity, and diversity of applicants. The primary strategy for recruitment has been to advertise the Department's strength in our five areas of concentration. Toward that end, the Graduate Committee creates and distributes a "recruitment brochure" that highlights faculty research areas, recent hires, and application information. We have distributed this brochure via email to various programs across the country, and we have plans to expand distribution by asking each faculty member to send the brochure, along with an introductory letter from the Chair, to personal networks. Perhaps the most public face of the Department is the department website, which the Department has recently modernized with particular attention to graduate recruitment. We have also joined forces with UNM's Center for Health Policy (formally the Robert Wood Johnson Center for Health Policy) to recruit students from underrepresented groups across the country.

Collectively, these efforts have improved noticeably the quality and diversity of our applications. Quality has risen, as assessed both informally by faculty via their graduate seminars and more formally (but very imperfectly, given the weaknesses of standardized testing) via incoming GRE scores. We see all these efforts as part of building a department and graduate program that increasingly embodies "inclusive excellence": Providing excellent graduate training within an environment that embraces diversity of social backgrounds across a range of dimensions (among both students and faculty) and sustains rigorous intellectual standards.

Gauging impact on the number of applications is a little more complicated, given external factors that influence the fluctuation of graduate applications more generally. However, consistent with other social science departments at UNM, our application numbers have remained relatively stable, averaging between 35-50 total applications each year over the last three years. These numbers seem low relative to some of our peer institutions, despite the upward trajectory in faculty productivity and reputation. We suspect this is due to the usual "lag" between improvements and department prestige, and are optimistic that our efforts will gradually translate into increased appeal and recruitment reach.

Two years ago, the Department also initiated a "recruitment weekend" for admitted students. We organize a full day of events—including meetings with the Graduate Director, chair, and faculty; a panel with current graduate students; a colloquium presentation; and a potluck dinner—to

introduce prospective graduate students to the Department. The Department covers all costs for visitors. By all accounts, the recruitment weekend has been successful in wooing some of the very best applicants to our department. At the same time, it should be noted that our success in recruiting gradually higher-quality grads is challenged by funding limitations for graduate students generally. Our graduate recruitment numbers therefore remain low, likely a product of the usual “lag” in departmental reputational improvement as well. The recent building strength of faculty slowly translates into strong graduate applicants seeking us out. Successful grant-writing for strong research programs sustained over time is likely to be our best route for improving this, in light of UNM funding scenario in immediate future. In addition, our commitment to excellence in enhancing New Mexico’s own diversity remain part of our toolbox for graduate recruitment, all of which needs to be driven by ongoing commitment to academic excellence focused in areas of strategic strength (which we currently define via our 5 areas.)] Last year, 50% of those who attended the recruitment event chose to attend UNM. We believe that those who, for a variety of reasons, chose to attend other institutions, left with a positive impression of the Department that they will share with the sociology community.

4B. Analysis of enrollment trends, persistence, and graduation trends.

The Office of Institutional Analytics finds a steady, year-by-year increase in the number of Main Campus bachelor’s degrees awarded, from 2,818 in 2004-05 to 3,692 in 2013-14 (UNM-OIA, 2015, p. 11). In that context, the table and links in Appendix K tells a great deal about **undergraduate enrollments** in the Department of Sociology. First, a notably large number of students majored in criminology and sociology combined, about 4037 across the Spring Semesters of 2012-2015. Between 934 and 1083 students majored in sociology or criminology in those academic years, the third largest of the 19 departments in the College of Arts & Sciences (behind Biology and Psychology, in a virtual tie with Communications & Journalism). Significantly, of the total students who majored in either sociology or criminology in those years, an average of 70% majored in criminology.

As far as **ethno-racial representation** is concerned, the largest group to major in sociology and criminology are Hispanics (so categorized by the University, the majority being Mexican-American). Hispanics made up 55% of students majoring in sociology-criminology in the previous four academic years while Whites comprised 30% of those majors. This ethnic ratio is higher than that for declared majors in the College of Arts & Sciences overall, which is 45.2% Hispanic and 38.1% white (Appendix C, Chart 5). It is significant that, as Chart 1 shows, Hispanics are close to 58% of those who major in criminology while whites constitute 28.5% of the majors in criminology (excluding those who have criminology as a second major). The percentage of whites who major in sociology is accordingly higher, in the neighborhood of 38% (excluding sociology second majors; see Appendix C, Chart 3). It would appear, then, that Hispanics, who show a higher rate of first generation college students and tend to come from lower income families, major in criminology for professional reasons, seeking a B.A. in criminology to qualify for careers in the broad criminal justice industry on local, state, and federal levels.

Among other groups, 6% of sociology and criminology majors combined are Native American with about equal numbers majoring in either field. African Americans comprise 3% of sociology and criminology majors, and interestingly, their rate of majoring in sociology is, at 6%, markedly

higher. Asian and Hawaiian students major in sociology and criminology at much smaller rates (see Appendix C).

Enrollments in sociology/criminology sections declined markedly in fall semester 2014 from fall 2013. As the table in Appendix K shows, Sociology's total number of sections decreased by about 10% and total number of students enrolled decreased by 21.4%. Put another way, there were 58 fewer sections of sociology/criminology courses offered in 2014 than 2013, and 921 more students enrolled in sociology and criminology sections in fall 2013 than fall 2014. The change was particularly marked in lower division sections, where there were 29 fewer sections offered. The drop, particularly in lower division courses, may have been due to the loss of three key instructors of large lower division sections. Since that time, sociology enrollments have stabilized and begun to recover.

A larger and more concerning trend may be in the offing. A recent report from the National Student Clearinghouse Center found college enrollments dropping overall in the United States from spring semester 2014 to spring 2015, and New Mexico's reduction was the steepest of all. Post-secondary institution enrollments plummeted 8.3% compared with a national decline of 1.9%. Overall, New Mexico had 10,914 fewer students enrolled in its colleges and universities in spring 2015 compared to spring 2014. Whether this represents a coming trend will form an important question for New Mexico, a state whose recent economic recovery has lagged behind national averages but whose citizens have not elected to stay in school nor leave. That declines involved all of New Mexico's colleges is linked by one expert to population decline, particularly among young adults (Bush, 2015, reproduced as Appendix J).

As for graduation rates, Academic Affairs at UNM (in synchronization with the state Higher Education Department) started a major initiative to improve graduation rates for undergraduates three years ago. It involves streamlining the start-to-finish path for students by overhauling remedial courses, providing greater tutoring services to students through "self-paced courses" that can be managed by students themselves, cutting down on the number of college requirements, and offering tuition discounts for students who take enough classes to stay on track for four-year graduation. The result for Academic Affairs is the highest four-, five- and six-year graduation rates in the history of the University, as noted by UNM President Bob Frank, as well as the dropping of the school's cost for a bachelor's degree from \$90,000 to \$70,000. (For an accessible description of the initiative, see Shepard 2015).

The Department of Sociology has shown a marked improvement in its B.A. graduation rate. In 2011, the latest year for which data is available, the 4-year graduation rate in Sociology was 42.9%, compared to 35.7% in 2010, 14.3% in 2009, 22.9% in 2008, and 22.7 % in 2007. The 5-year graduation rate for these years fluctuated, starting out quite high in 2007 (79.2%), dropping in the next two years to 46.9 and 54.1%, only to go up again in 2010 to 70%. The 6-year graduation trend, however, was clearly positive between 2007 and 2009, starting out at 84%, going then to 70% in 2008, and 58.8% in 2009 (<http://informatics.unm.edu/>).

4C. Program advisement for students.

The College of Arts and Sciences assigns two senior academic advisors to the Department, part of its centralized system of College-wide advisement for undergraduates. The Department's

senior advisors have permanent offices in the Department's complex of offices. According to their formal job description, they perform "integrated academic advisement and consultation of prospective, current, and former students." Particular duties include assessing academic levels and advising on academic programs and changes; developing academic plans and class schedules; analyzing applications, evaluate transfers and transcripts for entry and exit from the university; coordinate or perform special functions associated with an academic function, such as assisting with curriculum planning, committee service, and guiding the work of assistants or work study students. Senior advisors may serve as specialists in certification, athletic eligibility, and/or licensure requirements.

Students must stop by to see an advisor when they have advisement holds on their student accounts. These advisement holds occur a few times throughout a student's academic career: 1) when they are admitted into the College of Arts and Sciences, at which time they must attend an orientation session hosted by the advisors in the Department; 2) when they are new incoming freshman or a new transfer student; 3) when a student is a first-semester freshman, at which time he or she must attend a Freshman Learning Workshop; 4) when the student has earned 75 credit hours or more, when they must attend a Graduation Planning Workshop.

Beyond those mandatory times, it is up to the students to come in for voluntary advisement appointments each semester. Most of them do come in of their own volition to get advisement at least once a semester (advisors see some students multiple times a semester). Students come in for a variety of reasons, including but not limited to: help with class schedule; advice when struggling in courses; future academic planning; questions about a second major or minor; questions about the Department; graduate school/law school questions; graduation checks during the final semester; future career questions; questions on various important semester deadlines (when is the last day to add a class, drop a class, withdraw from a class...); Consortium Agreements with CNM; paperwork needed to be filled out; scholarship questions; prospective students learning about the program, etc. Advisors note that this is not an exhaustive list! They also conduct phone advisement for students who do not live in Albuquerque. There are many students who move away and are attempting to finish their degrees here at UNM from a distance. Advisors also quite heavily utilize email as a form of advisement as students can email questions anytime.

The Department views graduate advisement as vital to student success. For all incoming students, the Graduate Director serves as their individual advisor during the first semester. In addition all students take the Pro-Seminar in their first semester—a one-credit course, taught by the Graduate Director, that presents students with an overview of the graduate program, both in terms of academic requirements and expectations as well as an introduction to resources, academic culture and department faculty.

Students are required to select a faculty advisor by the end of their first semester. This advisor takes the place of the graduate director (unless they select the graduate director) and should be someone with generally overlapping research interests. The faculty advisor approves all coursework and often, although not always, will serve as committee chair for the M.A. thesis or comprehensive exam. Advisors are also responsible for signing off on any official documents

relating to the student's academic record. While students are allowed to change advisors, the process is structured enough to encourage well thought-out decisions.

4D. Student support services provided by the unit

Undergraduate Program

- The Department runs an internship program primarily for criminology majors, placing them in various criminal justice institutions such as parole offices, the court, incarceration facilities and youth rehabilitation programs.
- The Department Honors Program is designed for seniors with grade point averages of 3.5 or better in the major and 3.25 overall. It is a two-semester sequence involving the writing of a research proposal, carrying out the research, and capping it with an honors thesis. Students become eligible for graduating with honors cum laude, magna cum laude and summa cum laude.
- Two professionally trained advisors have been assigned to service sociology and criminology majors, as described in another section of this self-study.
- Among the broader systems of support services, individual faculty members serve as mentors for students who enroll in the directed study courses, and participate in academic training programs outside of the Department, including the Ronald E. McNair and Research Opportunity Program hosted by the Office of the Dean of Student Services. (Scholars are provided with intensive individual advisement throughout the semester, up to a \$2800 stipend for their research and paid travel opportunities to present their research at local and national research conferences coupled with campus visits; scholars engage in a two-month intensive summer research internship program at UNM engaging in a Research Design/Graduate school 101 course, and free Graduate Record Exam (GRE) preparation).
- The Mellon-Mays Undergraduate Fellowship is designed to increase diversity within academia through financial support and mentorship of underrepresented students and/or students who are committed to the goals of the program. Sociology is one of the fields of study supported by the program.
- The Center for Academic Programs Support (CAPS) is an important service for undergraduate students that provides a Math/Science Tutoring Program, an Online Tutoring Program, Supplemental Instruction Program, the Writing and Language Center, the Learning Strategies Program, and multi-disciplinary tutoring services. It meets the diverse needs of a large student population with individual tutoring, workshops, study groups, drop-in labs, language conversation groups, intensive study sessions, and online assistance.
- Specialized student support centers at UNM serve Hispanic, Native American, African American and veteran student populations.

Graduate Program

- The Department collaborates with the Robert Wood Johnson Center for Health Policy to provide full-ride fellowships (tuition, health, travel) for minority graduate students. Since 2009, seven Sociology graduate students have received RWJC fellowships and four current students are receiving RWJC support for their work in the sociology of medicine/health. Two of them are Native American, four are Latino/a and one African American.
- In another form of support, graduate students are brought into faculty research projects to serve as graduate research assistant (GRAs). Several examples can be cited.

- Professor Wood (a) supported 2 Department students (out of 6) in his U.S. Department of State grant “Web Access for Civil Society Initiatives,” a project for coordinating the internet as a communications tool in civil society for the purpose of promoting democracy, human rights, and women’s empowerment in Jordan, Syria, Egypt, and Saudi Arabia; (b) employed a GRA on his Central American ‘religion and political culture’ project, funded with UNM internal funding; (c) he employed two GRA’s on his “Community Organizing and Congregational Development” project, funded by the Ford Foundation.
 - Profs. Lyons and Velez have (a) supported a GRA for 2 years in their NSF National Neighborhoods and Crime Study 2, to assist in data gathering/ checking, data extraction and file construction, aggregating and merging data from various sources, running descriptive and analytic procedures, assisting with continued literature review, and helping with any associated analytical tasks; (b) supported two other GRAs with Robert Wood Johnson Center funds to help in the collection of non-crime data particular; (c) worked with a GRA on a paper for submission, providing opportunity for the student to present at ASA.
 - Jackson twice used small grants from the Department to employ GRAs, one to conduct a literature review of research using Federal Elections Commission data and compile FEC data; another for lit review on research related to abortion legislation and compile related data on Texas legislative activity.
 - Professor Barker and Professor Whooley carried forward work with a GRA, authoring a paper for submission to a peer review journal.
 - Professor Barker is currently writing a paper with four GRAs to be for inclusion in the 2016 ASA meetings.
 - Professor Nepstad hired 3 GRAs to work for an academic year on her grant from the United States Institute of Peace, analyzing 99 different nonviolent citizen uprisings, coding each case for a variety of factors including such things as size of the movement, degree of state repression, whether the movement won over key allies such as religious leaders and military leaders, etc.
- As a corollary to their involvement in faculty research, graduate students are greatly assisted by faculty members who have enjoined them successfully to co-author articles together. It was a practice that was instituted since the previous self-study and has shown great success. The following table illustrates recent co-authorship activity.

Table 1. Graduate Student/Faculty Co-Authorship

Student	Faculty	Title	Status
Azab	Santoro	“Arab American Protest in the Terror Decade”	Forthcoming. <i>Social Problems</i> 62(2) (May 2015)
Beals	Fiala	The Effects of Professional Discourse on Disability 1932-2009: Environments of Inclusive and Restricted Participation.	Pp. 141-164, <i>Environmental Contexts and Disability, Volume 8 of Research in Social Science and Disability</i>
Durán	Wood	“Pentacostals and Political Culture in Central America (book chapter)	Under review at Cambridge University Press
Fitzpatrick	Santoro	’The Ballot or the Bullet’: The Crisis of Victory and the	Forthcoming <i>Sociological Forum</i> 30(S1) (June 2015)

		Institutionalization and Racialization of the Civil Rights Movement.”	issue)
Fallin	Goodkind	<i>Family Engagement in New Mexico.</i>	Evaluation report prepared for the W.K. Kellogg Foundation
Gúzman	Barker	Pharmaceutical Direct-To-Consumer Advertising and U.S. Hispanic Patient-Consumers	Accepted at <i>Sociology of Health and Illness</i>
Gúzman	Goodkind	<i>Family Engagement in New Mexico.</i>	Evaluation report prepared for the W.K. Kellogg Found.
Valdes	Huyser	“Food Insecurity among American Indians and Alaska Natives: A National Profile using the Current Population Survey- Food Security Supplement”	Forthcoming at <i>Journal of Hunger & Environmental Nutrition</i>
Durán	Wood	Review of Cleary, <i>The Rise of Charismatic Catholicism in Latin America</i>	<i>Journal of Latin American Studies</i> 46 (2) 2014: 383 - 384

4E. Student success and retention initiatives in which the unit participates.

The Department’s advisement system, managed and coordinated by the College of Arts & Sciences and described in another section of this report (Sec. 4C), constitutes a major means of promoting retention and success for undergraduates, which provides comprehensive, personalized, and efficient advisement services. All indications are that students find it useful and satisfying for managing and planning their course schedules, making requirements clear, informing on evening and week-end courses, and ultimately planning for times to graduation.

The Department strives to offer a welcoming environment for students, and the front office staff make it a point to help students who may have specific questions about the Department. In addition, the Department sponsors a chapter of Alpha Kappa Delta, the International Sociological Honors Society. Recruitment for AKD occurs each semester. A Department staff member works closely with the chapter officers to coordinate recruitment, member activities, and logistical issues such as dues payments and regalia ordering.

The Department offers a highly popular internship program (Soc488) designed for juniors and seniors who have a GPA of 3.0 or higher in the major, and which indirectly supports retention and success by providing first-hand experience with the professional world. During the course of the semester, the student must be able to dedicate at least 160 hours to the internship. The application requires a letter of recommendation from a Sociology or Criminology faculty member, and a visit a department’s advisor. The internship is an effective professional development tool. The applicant must construct a résumé and have it reviewed by Career Services. The student also composes a cover letter. If accepted into the internship, the student sends a final letter to a field agency, contacts the agency for an interview, and if accepted, negotiates a work schedule and preliminary description of duties. The intern is evaluated by the agency supervisor. The cohort of interns meets during the semester. Members share information on their intern experiences; advise each other on matters of professionalism such as dress, letting supervisors know in cases of sickness, or lateness; and help each other on the final paper.

Twenty-seven students enrolled as interns in Spring 2015 and seventeen in fall 2015. Typical participating agencies include the Albuquerque Police Department; Bernalillo County Sheriff's Office; Diersen Charities; Drug Enforcement Administration; Institute for Social Research; Metro Court Early Intervention Program; New Mexico Department of Corrections, the United States Probation Office; the non-profit Youth Development Inc.; Albuquerque Office of Diversity and Human Rights; Alcohol, Tobacco, Firearms and Explosives; District Attorney's Office; the Plazita Institute; New Mexico Department of Corrections; Roadrunner Food Bank; Santa Fe Police Department; Sandia National Laboratories; and U.S. Marshal Service.

The Department participates in campus-wide activities designed to promote retention and success. The Office of Career Services sponsors an entire calendar of events for students. An important one for retention and success is the Career Expo for All Majors, offering career preparation workshops, contacts with employers, and an Educators Job Fair. It also puts on Welcome Back Days, a huge event at the start of the academic year that offers fun-style activities in order to assist students get into the swing of their academic careers. Fiestas is an annual music festival held on campus with two stages, featuring local and touring artists and draws thousands of attendees. Senior Day, sponsored by the UNM Admissions Office, brings high school seniors on campus in part as a recruitment tool, but also to socialize incoming students to the university, getting them to identify with the institution as soon as possible. A New Student Orientation welcomes first year and transfer students to help provide a successful transition to UNM.

On the graduate level, the entire regimen of student evaluation, assessment, mentoring and advisement has retention and success built in. Students themselves participate in reading groups together with faculty members. Teaching and writing seminars also keep students going in their study programs.

4F. Where graduates of each program are typically placed; efforts to measure the success of program graduates and the results of those measures.

On the undergraduate level, our level of staffing resources make it virtually impossible to statistically track the career placements of our very large cohort of B.A. recipients after graduation. Anecdotal evidence among faculty indicate that a large share of the Criminology majors go into the criminal justice systems in various capacities from probation officers, to law enforcement, law school, and the vast array of other career trajectories. A good number of the students graduating with a bachelor's degree in Sociology go on to graduate and law school.

In the graduate program, the Department produced 26 Ph.D.s in the previous ten years. Of these, 14 were women, at 54%, well below the national average of 60-70% between 2007 and 2015, according to the American Sociological Association (for national figures, see asanet.org). 57.6% of them were White, which tracks perfectly with national figures. 15.3% of our graduates were Hispanic while their ratio nationally is 6.3%. Blacks formed 3.8% of the Department Ph.D.s, compared to 6.3% nationally. Four of our 26 (15.3%) were international students of Arab extraction. One student was Arab American and one was Asian American (Philippine).

Most of our Ph.D.s took positions in institutions of higher learning upon completing their requirements for the doctorate (for the following numbers, see Appendix B). Half the Ph.D.

students since the previous APR obtained tenure-track positions upon completion of their doctorates. Three of these went to research institutions, which include the University of Indiana-Purdue, Arizona State, and Washington State. Three went to medium-sized institutions, including Southern Illinois University, Adams State in Colorado Springs, and the private University of the Pacific. The remainder were hired at small liberal arts or public institutions, including Metropolitan State University (Denver), Slippery Rock State University (Pennsylvania), and Stockton State College (New Jersey). Two joined private institutions—Campbellsville University (Kentucky) and the Christian institution Whitworth University (Spokane). One graduate entered administration in the community college circuit and is now president of Pike’s Peak Community College (Colorado Springs). Two of our doctorates obtain post-doctoral fellowships, one at the University of Michigan, the other at UNM with the Robert Wood Johnson Center for Health Policy. Four went on to become full-time lecturers or instructors at UNM. Two became research assistant professors, one in the Biology Department at UNM and one at Boston University. Two went into the counseling field and one established his own civil society non-profit organization.

Additional note on undergraduate student satisfaction:

UNM surveys exiting students each semester. The results of those surveys can be found in Appendix N. While these data do not hold up to full social scientific standards, in that they are collected by non-social scientists for institutional purposes and presumably include non-random sampling and low response rates, they do offer our best rough indicators of undergraduate student experiences.

As shown on the first page of Appendix N, students generally ranked their satisfaction on various dimensions of their experience in our department either as “moderately satisfied” or “very satisfied,” with only small numbers ranking their experience lower than that. They reported lowest satisfaction with their “access to faculty” and “opportunities for useful non-classroom experiences”—both a product of our daunting student-to-faculty ratio, though in response to the latter we are doubling the size of our small internship program. In addition, students reported low satisfaction for “quality of advising” and “overall quality of assistance provided by the department”; however, as shown on p. 2 of Appendix N, both these have improved markedly.

Graduating students also reported (third page of Appendix N) that their experience in the Department helped them improve across a variety of areas: their felt competence, understanding of current issues, ability to apply theory to practical situations, understanding diversity, accessing information, critical thinking, quantitative reasoning, written and oral communication—with upwards of 70% of respondents saying their skills in each area improved “considerably” or “a great deal.” The one area in which they reported more modest improvement was “leadership skills”; both the internship expansion and our new 400 level “community organizing” class should address this weakness. Finally, students mostly agreed that required courses were offered regularly, class sizes were appropriate, faculty members were genuinely interested, and course content was up-to-date (fifth page). They were less pleased with the availability of internships (see above). We do note a slight downturn in many measures in 2015; we will track this.

Section VI: *Criterion 5. Faculty*

5A. Composition of the faculty and their credentials; percent of time devoted to the program for each faculty member and roles and responsibilities within each program. (The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. Differentiate by program where appropriate.)

The regular, full-time faculty in UNM's Sociology Department at the University of New Mexico consists of 20 professors and 2 full-time lecturers. It can be said to constitute a young Department with 3 full professors, 8 associate professors, and 9 assistant professors. Ten years ago, a somewhat reverse pattern obtained: 7 fulls, 6 associates, and 4 assistants. The difference points to a major transition underway for the Department.

Full Professors:

- Phillip (Felipe) B. Gonzales
- Sharon Erickson Nepstad
- Richard L. Wood

Associate Professors:

- Kristin Kay Barker
- Lisa M. Broidy
- Robert A. Fiala
- Jessica R. Goodkind
- Tamara Kay
- Nancy López
- Christopher J. Lyons
- María B. Vélez

Assistant Professors:

- Kimberly R. Huyser
- Aubrey L. Jackson
- Noah Painter-Davis
- Daniel Ragan
- Wayne A. Santoro
- Brian Soller
- Reuben J. Thomas
- Harold Toro-Tulla
- Owen Whooley

Lecturer III

- Colin Olson
- Ryan Goodman

All but one regular faculty member earned a Ph. D. in sociology with one obtaining the doctorate in the field of ecological/community psychology (Goodkind). Appropriate to the State of New Mexico's flagship university, all regular faculty members graduated from Research 1 institutions: 4 from the University of California Berkeley, 4 from The Ohio State University, 2

from Stanford University, 2 from Pennsylvania State University, and 1e each from the University of Colorado-Boulder, Brown University, the University of Wisconsin-Madison, Washington State University, Michigan State University, the City University of New York, the University of Washington, the University of Texas at Austin, and New York University. The 2 lecturers received their doctorates from our own Department.

The standard teaching load for research-active faculty is two courses per semester. Provision is made for faculty who may fall below a roughly-defined threshold of research productivity to make it up with extra teaching, which is generally considered a temporary accommodation. Currently, all but three faculty members carry a 2-2 load. Service as chair of the labor-intensive Department Graduate Committee merits a one-course reduction per year (Lyons). The current chair of the Department (Wood) is on a 1-1 teaching schedule, even though he also serves as Special Advisor for Strategic Initiatives in the UNM Office of the Provost. Gonzales serves as director of the Public Administration program and therefore has a 1-1 teaching load.

Of the twenty faculty members overall, seven teach criminology courses and conduct research in the area of criminology (Lyons, Broidy, Vélez, Soller, Jackson, Painter-Davis, Ragan). It may seem a bit lop-sided in light of the 3.5/1 ratio of criminology to sociology majors. Yet the leaders in the criminology program feel that it is a “healthy number” to have for criminology curricular needs when considered from a national standpoint (Lyons). Still, “smart” planning is conducted to insure that all seven are deployed for the purpose of covering criminology courses (Vélez). That all the criminology faculty members are sociologists and identify as such (distinct from criminal justice specialists) “makes ours a unique place” (Lyons) and a leader in the sociologically-focused criminology field.

Ten regular faculty members in the Department are women, representing 50% as compared to 43.9% women on the tenured/tenure-track faculty campus-wide. Four, or 20% of the faculty in Sociology are Latino or Latina (López, Toro-Tulla, Gonzales, Jackson [Hispanic-Asian]), compared to 11.8% Hispanic in the overall faculty. There is one Native American faculty member in the Department (Huyser), or 5% compared to 3.1% on the faculty in general. There is also a Filipino/Asian (Soller; note that Jackson identifies as Hispanic-Asian), representing 5% in the Asian category, compared to 8.6% in the institution. It is noted that one faculty member who reports her ethnicity as Hispanic describes her race as Black (López). Blacks make up 8.6% of the general faculty. At UNM 65.2% of regular faculty are white (UNM-OIA, 2015, p. 21), while in the Department whites make up 70%.

With respect to its teaching mission, the Department recently took steps to increase the number of classroom contact-hours between faculty and students by reducing the core requirements in methods and theory and making more of the substantive areas taught by faculty serve as core requirements in order to complete the major. With respect to the three other major substantive areas claimed by the Department as specialties, the Medical/Health, Race/Ethnicity, and Global/Transnational area groups ensure that courses in their respective areas are taught regularly, meeting in advance to arrange teaching schedules for each academic year. Currently, three faculty members regularly teach the race/ethnicity battery of courses (López, Gonzales, and Huyser), three cover health courses (Barker, Huyser, Whooley), and two deliver global/comparative (Kay, Toro-Tulla). In addition, three teach social movements (Wood,

Santoro, Nepstad), three offer methods (Santoro, Fiala, Ragan), and four concentrate on theory (Fiala, Toro-Tulla, Barker and Kay). Other, more specialized offerings include those on youth (Soller), the sociology of education (López), religion (Wood and Nepstad) and complex organizations (Kay).

In the area of service, the Department Rules of Governance call for tenured faculty members to participate on two standing committees and be available for service on ad hoc committees. Junior faculty members are expected to serve on one standing committee, a Departmental policy (encouraged by the College) of allowing sufficient time for building a tenurable file. Some stress in committee distribution and service is produced by the major block of untenured faculty in the Department, yet ways and means have been devised to see that the necessary administrative work gets done.

We recognize other dimensions of the academic mission are also crucial—most notably research and publishing productivity—but those data are more difficult to compare. Furthermore, we believe our recent record of high profile publishing in highly ranked journals and academic presses, and the exciting research agendas sustained by our faculty fully support the strategic hiring for which we argue below. We currently have 20 tenured and tenure-track faculty members on main campus. In light of the above data, in order to adequately meet our undergraduate and graduate teaching missions and sustain an appropriate research mission, our goal is to build a faculty of 32 tenure and tenure-track professors. In order to build toward that goal, we are proposing the following 5-year hiring plan, which takes into account our estimated 3 retirements during this period:

2014-15: 22 faculty members

2015-16: 0 hires minus 2 retirements → 20 faculty at end of AY2016

2016-17: 2 hires + 1 returning LWOP minus 1 retirement → 21 faculty at end of AY2017

2017-18: 3 hires minus 1 retirement → 23 faculty at end of AY2018

2018-19: 2 hires minus 1 retirement → 24 faculty at end of AY2019

2019-20: 3 hires → 27 faculty at end of AY 2020

Note that this proposal steps back somewhat from our last five-year hiring proposal in light of the University's constrained finances. We urgently suggest that any further stepping back from the hiring needs in the Department will short-change our teaching mission and undercut a department with an exciting new national and international profile, with promise to become an intellectual leader in the College.

TABLE 2: Student Credit Hour, Tenure-Track Fac., and SCH/Fac. Ratios:

FALL 2014 DATA

Department	A&S F14	Enrollment totals	SCH totals	SCH: Faculty ratio
Math/ Stats	38	7314	18769	494
Psychology	32	4862	14445	451
Span/Portuguese	17	2510	7649	450
Chemistry	23	3736	8799	383
C&J	26	3109	9313	358
English	43	5041	15325	356

Soc. & Crim.	22	2543	7784	354
Philosophy	13	1349	4090	315
Economics	19	1535	4603	242
FLL	24	1760	5655	236
History	30	2158	6448	215
Pol. Science	18	1264	3794	211
Biology	46	3720	9621	209
Physics/ Astron	32	2701	6270	196
Anthropology	28	1921	5428	194
Linguistics	16	1028	3070	192
Am. Studies	11	665	1995	181
EPS	21	951	2711	129
Geography	12	524	1518	127
Speech/Hearing	12	242	726	61

Total: 483 includes two joint appts. and 4 visitors

Table 3: Majors, Faculty, And Majors Per Faculty:

FALL 2014

Department	# of Undergrad Majors	# Faculty (AY2014-15)	# Majors per Ten. Track Faculty
Psychology	1786	32	56
Soc. & Crim.	894	22	41
Biology	1238	46	27
C&J	596	26	23
Pol. Science	321	18	18
Speech/ Hearing	142	12	12
Economics	211	19	11
Anthropology	268	28	10
Span/Portuguese	159	17	9
EPS	188	21	9
Chemistry	203	23	9
History	244	30	8
English	339	43	8
Philosophy	92	13	7
Linguistics	112	16	7
FLL	135	24	6
Math & Statistics	184	38	5
Geography	56	12	5
Physics/ Astron	124	32	4
Am. Studies	28	11	3

* These numbers are rounded up or down.

2. Prior College or Provost commitments to the Department regarding hiring:

For AY 2016-17, we have a commitment from A&S for a hire in Race/Ethnicity.

Rationale:

The Sociology Department has five primary areas of specialization: 1) race and ethnicity; 2) medical/health sociology; 3) crime/law/social control; 4) transnational & global sociology/Latin America; and 5) social movements. We had three individuals whose work focused primarily on race. One, Roberto Ibarra, retired in December 2015. Another, Felipe Gonzales, is slated to retire in three years. López will continue to serve on large numbers of graduate thesis, dissertation, and comprehensive exam committees. Race is a critically central area within sociology, all the more so in light of current racial dynamics within American society. A significant number of our graduate students specialize in the study of race, ethnicity, and racialization, and thus we will need an additional faculty member to serve on graduate student committees. Courses in race and ethnicity are also essential to our undergraduate teaching program, where this enables students to fulfill their major requirements and move toward degree completion and graduation. Since we are trying to replace a person who has retired, this is considered a replacement hire, not a new strategic hire.

We anticipate hiring at the assistant professor level with a starting salary of \$70,000-\$75,000. The start-up package would be \$5,000 each year for three years, for a total of \$15,000. The starting date would be August 2017 (Note: This hire was originally planned for 2015 but was postponed due to A&S fiscal pressures, and was specifically named in the College's FY 16 and FY17 hiring plan). We hope see no department-level obstacles to its fulfillment. However, the current financial situation for the university and the state may put this hire in jeopardy.

5B. Professional development activities for faculty.

Background: Until 2013, the Department made sporadic efforts to provide mentorship to newly hired faculty. We recognize that not all new faculty members will desire much formal mentoring, and do not want to impose anything unnecessary and undesired. Yet we believe faculty research, writing, and teaching to be the most valuable assets within the University, and new faculty represent the “growing edge” of that work, a resource to be cultivated and developed. In recent years, we have hired ten new tenure-track members of the Department, via a combination of new hires, replacement hires, spousal additions, and lecturer conversions. Given our large enrollment trends (we now have 1,200 majors in Sociology and Criminology) we hope to continue to hire in coming years. Within the constraints imposed by available time and resources, we thus seek to provide a systematic mentoring structure to all new faculty members, while making that structure flexible enough to be adapted differently by each of them.

Upon becoming department chair in August 2012, Sharon Erickson Nepstad made the creation of such a mentoring structure one of her initial priorities, and asked the associate chair to take the lead in developing and initiating it. In that role, Richard Wood met with the entire new faculty in August and October 2012 to launch the mentoring effort. Since then, Wood (now as departmental chair) initially met with new faculty members as a group about twice per semester during their first two years. In addition, each junior faculty member has an assigned or self-selected ‘faculty mentor’ chosen on the basis of intellectual and interpersonal match. The quality and intensity of the faculty mentor-mentee relationship varies naturally according to the particular match and the desires of the junior faculty member involved. But in general, the combination of broad professional development via group meetings early in the faculty

members' career and individualized coaching via the faculty mentor structure appeared to function relatively well. We have adjusted it now to be less of a burden on junior faculty time, while preserving this basic structure.

Current mentoring model in Sociology:

The following summarizes how we currently structure the mentoring process. We expect this model to evolve in dialogue with needs expressed by the new faculty members themselves and by their senior colleagues. Two prongs are involved: 1) group meetings with the chair, associate chair, or chair's faculty delegate; and 2) individual meetings with a personal faculty mentor:

1. Chair, associate chair, or chair's faculty delegate (depending on particular interests and skills of people occupying those roles at a given time) meets with all new faculty members at least twice each semester during their first year at UNM, and at least once per semester during their second year. Each meeting has an agenda built around specific theme or themes, but also includes time for new faculty to raise any current issues or concerns. Themes that have provided focus for group meetings:

- Settling into the semester rhythm and life in New Mexico
- Prioritizing research and writing time while teaching responsibly
- Identifying a personal faculty mentor: initial and ongoing
- Using your faculty mentor effectively
- Plotting a publishing trajectory: exercise involves projecting a publishing profile at time of next major review, then building deadlines 'backwards' in a way that holds promise to result in that projected profile
- Publishing venues and developing a coherent intellectual profile
- Teaching challenges and joys
- Curriculum and classroom for a diverse student body
- Mentoring graduate students: structures/priorities/boundaries
- Navigating the social world of the Department: politics, relationships
- Grants for research: when/where/how/why/when not

Other potential themes to focus group meetings include:

- University governance at UNM: past, present, future
- Work-life balance throughout the faculty life course: priorities and practices
- Linking teaching and research
- Creating the climate for academic excellence and diversity

2. Each new faculty member is matched to a personal faculty mentor from within the tenured faculty; this pair is asked to meet regularly during new faculty member's first few years at UNM. Focus on specific publishing plans and execution, teaching challenges, professionalization and collegiality within Department. Although the Department assigns an initial mentor, we also assume that new faculty members may subsequently identify a different tenured colleague as a natural mentor. Thus, some turnover of mentors is to be expected and should not be seen as problematic.

AY2015-2016 Innovations: Supporting Advancement of Associate Professors:

We have identified the next needed evolution of our faculty development process at the level of associate professors: We have a large and talented group of associate professors with more on the way, and a very small group of full professors. This situation—and the wider pattern at UNM and elsewhere whereby too many productive faculty get stuck at the associate level due to the bureaucratic and organizational demands placed upon them once tenured—calls out for intervention to sustain the forward trajectory of associate professors. The Department is committed both to strong standards for promotion at this level *and* to structuring departmental life to give associate professors every opportunity to attain those standards.

To be useful, professional development at the associate level must be as individually tailored as for junior faculty. Individual research, teaching, and service careers at this level have diverged quite significantly, and no one-size-fits-all professional development process seems likely to meet various associate professor situations. As of December 2015, Wood as department chair is convening interested associate professors in the department to discuss what elements of professional development might be generalizable and what kind of structured conversations might best undergird progress toward promotion. Among the challenges:

- We now have few (3 as of spring 2016) full professors; those we do have regularly carry significant service loads beyond the Department, and in any case three are insufficient to carry the full administrative load of a large department
- Nearly half of our faculty members are assistant professors, whom we have systematically protected from much service burden in recent years
- Like all departments in the contemporary university we face burdensome reporting requirements on a variety of fronts and important professional obligations to lead strong undergraduate and graduate degree programs
- Like any research-driven department in a research university, we are committed to sustaining our own strong research profiles

To meet these challenges while simultaneously advancing our mid-career faculty toward promotion, we will need to consider a variety of steps, such as:

- Continued leadership commitment from the full professors
- Some limited additional service from junior faculty, without overloading them
- Provision of well-timed “service sabbaticals” to those associate professors best positioned to make it to successful promotion to full professors status; these will entail full focus on research, teaching, and publishing to maximize their impact
- Narrower representation on existing departmental committees to make service sabbaticals possible
- As viable, given teaching program of the Department, offering associate professors greater flexibility with their teaching schedules that allow them blocks of time to continue to push their research agendas forward; might, for example, take the form of differentially allowing associate professors with nearly ‘promotable’ profiles to teach more often in the 8-week semester period
- Other steps to be identified in faculty discussions

Through careful and strategic application of these tools, we foresee a departmental profile well balanced across assistant, associate, and full professor levels in three years (AY2018-2019). Thereafter, we do flag here the risk of over-shooting our mark: Due to our current heavy representation of assistant professors, we risk depleting our junior ranks by AY2019-2020. Only future hires that *at least* keep up with departures and ongoing enrollment increases will allow us

to remain a healthy and vibrant intellectual community. As one of the leanest teaching programs at the University of New Mexico, we hope to receive the necessary resources.

5C. Summary and examples of research/creative work of faculty members.

Two major indicators of scholarly productivity in sociology stand out: peer-reviewed scholarly books and journal articles.

Books: Given the high proportion of the UNM Sociology faculty who are assistant professors, and the fact that the currency of peer-reviewed articles has expanded in importance in the discipline in recent times, the sociology faculty at UNM can be seen to have a robust record of published sociological monographs. Numerically, the Department boasts 12 published books authored by current faculty. Nine came out in top university presses including the University of Chicago (3), Oxford (2), Cambridge (2), and Cornell (1). Others include the University of Arizona, and the University of Nebraska. Two were published as part of sociological or social science series of the trade publishers Peter Lang and Routledge.

Book topics range from empirical and theoretical studies of social movements (Nepstad, Wood), labor issues along the US-Mexico border and globally (Kay), the ideology and social practice of medicine and health (Barker, Whooley), and the political, identity, education, immigration, and racialized experiences of US Latinos (López, Gonzales). Two works creatively mix sociological framing and extensive primary documentary history (Whooley, Gonzales). Four of the Department's books received awards from the American Sociological Association. The most recent came from the Science, Knowledge, and Technology Section, which awarded the Robert K. Merton Book Award to Owen Whooley's *Knowledge in the Time of Cholera: The Struggle over American Medicine in the Nineteenth Century*. Over forty books for this award were reviewed for this prize. Sharon Erickson Nepstad won two separate best book awards from the section on Peace, War, and Social Conflict. Richard Wood won the best book award from the Sociology of Religion section.

Sociology faculty members at UNM have also edited at least 12 volumes of book chapters or special journal editions. The themes here include but are not exclusive to nonviolent conflict and civil resistance (Nepstad); Mexican American culture and politics in New Mexico (Gonzales); the medicalization of emotions, cognition, federal maternal policy, and gender politics (Barker); the politics of the "race" concept and health disparities (López); and, the theory of racial democracy, crime and justice (Vélez).

Journal articles: Another normatively important measure of creative research endeavor involves publication in the discipline's highly regarded peer-review journals. The *American Sociological Review*, the *American Journal of Sociology*, *Social Problems*, and *Social Forces* rank at the top of American sociology. Given the importance of the criminology program in the Department, it is appropriate as well to include the journal *Criminology* in this category. The current faculty members in the Department have authored, either singly or in collaboration with colleagues, seven articles in the *American Sociological Review*, seven in *Social Problems*, eight in *Criminology*, three in the *American Journal of Sociology* and seven in *Social Forces*. One essay appeared in *Sociological Theory*, another prestigious outlet in the discipline. Among other important sociological journals, pieces have been placed in *Social Science Research* (2),

Sociological Perspectives (1), *Sociological Forum* (2), *Symbolic Interaction* (1), and *The Social Science Journal* (2). Sociology faculty have received 3 best of the year article awards (Kay with 2 and Gonzales).

Articles have also appeared in key specialty journals, including *Social Science & Medicine* (10), the *Journal of Health and Social Behavior* (4), *Qualitative Health Research* (3), *Mobilization* (3), the *British Journal of Criminology* (2), the *Journal of Community Psychology* (3) the *Hispanic Journal of Behavioral Sciences* (1), and *Aztlán* (1). One faculty member has shared his research extensively with the discipline of history, publishing in such journals as *The Western Historical Quarterly*, the *Pacific Historical Review*, and the *New Mexico Historical Review*. A great deal of the faculty's work has appeared as chapters in national and international anthologies edited by other scholars around the country, as well as encyclopedias, specialty handbooks, and as policy reports in such areas as minority group education, criminal justice, and the construction of race in higher education.

Grant acquisition for academic projects forms another a measure of sociological creativity. The faculty members of UNM's Sociology Department have tapped numerous public, private, and university sources to fund primary research, individual fellowships, training programs, organizational evaluation, and community service. On the federal level, one member (Goodkind) has served as principal investigator on at least two 1R01MD, one 1K01MH, and one 7U79SM grants with Finance & Administration going to the College of Arts & Sciences on at least one, and she has served as investigator or co-investigator on one 1P20 and one R01 DK projects. (For descriptions of the purposes of these and the awards mentioned below, see the abbreviated curriculum vitae of faculty in Section 5.d.) Faculty have garnered major grants from the U.S. Department of State (Wood), the National Science Foundation (Vélez, Vélez & Lyons), the U.S. Department of Energy (Wood), the U.S. Department of Justice (Wood, Broidy), the National Science Foundation (Lyons & Vélez, Broidy), the National Consortium on Violence Research (Broidy), the United States Institute of Peace (Nepstad), the U.S. Department of Health (Goodkind [2], López), and the Defense Threat Reduction Agency (Broidy). The team of faculty working in the Criminology Program (Broidy, Lyons, and Vélez; also, Wood) have done quite well in obtaining support from the Bureau of Justice Statistics out of the U.S. Department of Justice and the U.S. Federal Statistics System for at least 15 small-to-medium size grants for various criminal justice projects.

Considerable success has been achieved in gaining the support of private foundations and non-profit organizations. Faculty members have served as PI's, co-PI's, or co-Investigators on grants from the William K. Kellogg Foundation (Wood, 2; Goodkind), the Templeton Foundation (Wood), the Ford Foundation (Wood), Interfaith Funders (Wood), The Russell Sage Foundation, (Huyser), the Louisville Institute-Lily Endowment (Wood), the National Office of Community Oriented Policing Services, NIJ (Wood), the Prevention Research Center (Goodkind), the Wimmer Family Foundation (Nepstad), the Native Elder Research Center (Huyser, 3), and AMIDEAST (Nepstad). The chair of the Sociology Department at the time participated in UNM's inter-disciplinary team to establish the \$8 million Robert Wood Johnson Foundation Center for Health Policy in 2006-07 (Gonzales). Gonzales had a grant funded by the National Endowment for the Humanities while serving as director of the Southwest Hispanic Research Institute.

While the Institute of Social Research was managed by the Sociology Department up to 2013 (directors including current faculty members Fiala and Broidy), it provided a great many service and evaluation functions for the City of Albuquerque, the County of Bernalillo, and the State of New Mexico. Department faculty developed or evaluated projects regarding the devolution of community service to local government, community policing, drug prevention for youth, transitions from prison-to-community models, career pathways for ex-convicts programs, safe neighborhoods and anti-gang initiatives, alcohol intervention models for violence-involved emergency department patients. Faculty also accessed the New Mexico Public Education Department to support projects regarding minority education (López), as well as regional foundations such as the ConAlma Foundation for the promotion of refugee well-being (Goodkind).

Sociology members have taken advantage of faculty grants provided by units at UNM, including the Research Allocation Committee, the Southwest Hispanic Research Institute, the Center for Regional Studies, the Robert Wood Johnson Foundation Center for Health Policy, the Latin American and Iberian Institute, and the Department of Pediatrics.

5D. Abbreviated vitae of each faculty member.

Complete vitae can be accessed at <http://sociology.unm.edu/people/faculty/index.html>

PROFESSOR PHILLIP (FELIPE) B. GONZALES**HIGHER EDUCATION**

1985. Ph. D. Sociology. University of California Berkeley. Dissertation: "A Perfect Furor of Indignation:" The Racial Attitude Confrontation of 1933.
 1976 M. A. Sociology. University of California Berkeley.
 1974. B. A. Sociology. University of New Mexico.

ACADEMIC APPOINTMENTS

- 2015- Present Director, School of Public Administration, University of New Mexico
 2003- Present Professor, Dept. of Sociology, University of New Mexico.
 2007-2011 Sr. Assoc. Dean, Assoc. Dean for Faculty, College of Arts & Sciences, UNM.
 1996-2003 Associate Professor, Department of Sociology, UNM.
 1987-2003 Assistant Professor, Department of Sociology, UNM.
 1996-2003 Director. Southwest Hispanic Research Institute, UNM.
 2004-2007 Chair, Department of Sociology, College of Arts & Sciences, UNM.
 1996-2003 Director. Southwest Hispanic Research Institute, UNM.

AREAS OF SPECIALIZATION

Race, racial inequality, ethnicity, Mexican Americans, Latinos, ethnic identity, social movements, political sociology, historical sociology.

PUBLICATIONS**Books/Monographs**

2016. Phillip B. Gonzales. *Política: Nuevomexicanos and American Political Incorporation, 1821-1871*. Forthcoming, University of Nebraska Press.
 2001. Phillip B. Gonzales. *Forced Sacrifice as Ethnic Protest: The Hispano Cause in New Mexico and the Racial Attitude Confrontation of 1933*. Peter Lang.
 1993. Louise Lamphere, Patricia Zavella and Felipe (Phillip B.) Gonzales. *Sunbelt Working Mothers: Reconciling Family and Factory*. Cornell University Press.

Edited Anthology

2007. Phillip B. Gonzales, ed. *Expressing New Mexico: Nuevomexicana/o Creativity, Everyday Ritual, Collective Remembrance*. The University of Arizona Press.

Refereed Journal Articles

2015. Phillip B. Gonzales. "New Mexico Statehood and Political Inequality: The Case of Nuevomexicanos," *New Mexico Historical Review*, 90 (1, January): 31-52.
 2013. Phillip B. Gonzales, "Mexican Party, American Party, Democratic Party: Establishing the American Political Party in New Mexico, 1848-1853," *New Mexico Historical Review*, 88 (3, Summer): 253-25.
 (Recipient, Espinosa Prize for Best Article Published in the NMHR in 2013).
 2006. Phillip Gonzales and Ann Massmann. ALoyalty Questioned: *Nuevomexicanos and the Great War*.@ *The Pacific Historical Review* 75 (4): 629-666.
 2006. Phillip B. Gonzales. AWhither the Nuevomexicanos: The Career of a Southwestern Intellectual Discourse, 1907-2004, *The 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.
2000. Phillip B. Gonzales. "El Jefe: Bronson Cutting and the Politics of Hispanic Interests in New Mexico." *Aztlán* 25 (Fall): 67-108.
2000. 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.
1993. Phillip B. Gonzales. "The Political Construction of Latino Nomenclatures in Twentieth Century New Mexico." *Journal of the Southwest* 35 (3):158-172.
1993. 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/Expressing Place: Nuevomexicana/o Creativity, Everyday Ritual, and Collective Remembrance*. Phillip B. Gonzales, ed. University of Arizona Press.
2007. Phillip B. Gonzales. "'History Hits the Heart': Albuquerque's Great Cuartocentenario Controversy, 1997-2005," in *Expressing Culture/Expressing Place*.
2007. Phillip B. Gonzales. "Race, Party, Class: The Contradictions of Octaviano A. Larrazolo," pp. 95-125 in *Noble Purposes: Nine Champions of the Rule of Law*, Norman Gross, ed. Athens, OH: Ohio University Press.
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.

Solicited Article

2014. Phillip B. Gonzales, "New Mexico Statehood and Political Inequality: The Case of the Nuevomexicanos," *New Mexico Historical Review* 90, forthcoming.

COURSES TAUGHT IN THE DEPARTMENT

Soc. 428/528 Sociology of Mexican Americans. Soc. 520 Race & Ethnicity. Soc. 399 Advanced Seminar in Sociology. Soc. 499 Senior Honors Thesis. Soc. 101 Introduction to Sociology.

PROFESSOR SHARON ERICKSON NEPSTAD

HIGHER EDUCATION

- 2001-2002. Post-doctoral Fellow, Princeton University.
- 1996. Ph.D., Sociology, University of Colorado-Boulder.
- 1986. B.A. in Psychology, Bethel University of St. Paul, summa cum laude.

ACADEMIC APPOINTMENTS

- 2012-2014 Chair, Department of Sociology, University of New Mexico
- 2009-present Professor of Sociology, University of New Mexico.
- 2008. Visiting Fellow, Kroc Institute for International Peace Studies, Notre Dame University.
- 2007-2008 Professor of Sociology & Director of Religious Studies, University of Southern Maine.
- 2005-2007 Associate Professor of Sociology, University of Southern Maine.
- 1999-2005. Assistant Professor of Sociology and Peace & Conflict Studies, Duquesne University.
- 1996-1999. Assistant Professor of Sociology and Director of Peace Studies, Regis University.

AREAS OF SPECIALIZATION

Sociology of social movements, Sociology of Religion, Nonviolence/Civil Resistance Studies

PUBLICATIONS

Books

- 2017. Nepstad, Sharon Erickson. *Nonviolent Civil Resistance: Theories, Strategies, and Dynamics*. Under contract with Oxford University Press.
- 2011. Nepstad, Sharon Erickson. *Nonviolent Revolutions: Civil Resistance in the Late Twentieth Century*. New York: Oxford University Press.
- 2008. Nepstad, Sharon Erickson. *Religion and War Resistance in the Plowshares Movement*. New York: Cambridge University Press. (**Winner of the 2012 Outstanding Book Award, American Sociological Association section on Peace, War, and Social Conflict.**)
- *Translated into Catalan (2013): *Revolucions no violentes : resistència civil al final del segle XX*, published by Barcelona Institut Català Internacional per la Pau.

Edited Volumes

- 2012. Nepstad, Sharon Erickson and Lester R. Kurtz. *Nonviolent Conflict and Civil Resistance*. Bingley, UK: Emerald Publishing.

Recent Peer-Reviewed Journal Articles

- 2015. Nepstad, Sharon Erickson. "Nonviolent Resistance Research." *Mobilization* 20(4): 415-426.
- 2013. Nepstad, Sharon Erickson. "Nonviolent Civil Resistance and Social Movements." *Sociology Compass* 7(7): 590-598.
- 2013. Nepstad, Sharon Erickson. "Mutiny and Nonviolence in the Arab Spring: Exploring Military Defections and Loyalty in Egypt, Bahrain, and Syria." *Journal of Peace Research* 50(3): 337-349.
- 2011. Nepstad, Sharon Erickson. "Nonviolent Resistance in the Arab Spring: The Critical Role of Military-Opposition Alliances." *Swiss Political Science Review* 17 (4).
- 2009. Nepstad, Sharon Erickson. "Disruptive Action and the Prophetic Tradition: War Resistance in the Plowshares Movement." *U.S. Catholic Historian* 27(2): 97- 113.

2006. Nepstad, Sharon Erickson and Clifford Bob. "When Do Leaders Matter? Hypotheses on Leadership Dynamics in Social Movements." *Mobilization* 11(1): 21-42.
2004. Nepstad, Sharon Erickson. "Disciples and Dissenters: Tactical Choice and Consequences in the Plowshares Movement." *Research in Social Movements, Conflict, and Change* 25: 139-160.

Recent Book Chapters

2014. Nepstad, Sharon Erickson. "How Regimes Counter Nonviolent Resistance Movements: The Cases of Panama and Kenya." Chapter 5 in *Comparative Perspectives on Civil Resistance*, edited by Kurt Schock. Minneapolis: University of Minnesota Press.
2012. Nepstad, Sharon Erickson and Lester Kurtz. "Introduction: Nonviolence and Civil Resistance Studies." *Research in Social Movements, Conflict, and Change*. Volume 34.
2012. Nepstad, Sharon Erickson and Stellan Vinthagen. "Strategic Choices in Cross-National Movements: A Comparison of the Swedish and British Plowshares Movement." In *Strategies for Social Change*, edited by Gregory Maney, Rachel Kutz-Flamenbaum, Deana Rohlinger, and Jeff Goodwin. Minneapolis: University of Minnesota Press.

COURSES TAUGHT IN THE DEPARTMENT

Undergraduate: Introduction to Sociology; Introduction to Peace Studies; Nonviolent Social Change; Social Movements; Sociology of Religion; Qualitative Research Methods.
 Graduate: Professional Writing Seminar; Social Movements; Nonviolent Social Change; Qualitative Research Methods.

RECENT AWARDS AND HONORS

2012. Winner of the Outstanding Book Award for *Nonviolent Revolutions: Civil Resistance in the Late 20th Century*, American Sociological Association section on Peace, War, and Social Conflict.
2009. Winner of the Outstanding Book Award for *Religion and War Resistance in the Plowshares Movement*, American Sociological Association section on Peace, War, and Social Conflict.
2008. Winner of the Faculty Senate Award for Excellence in Scholarship, University of Southern Maine.
2006. Nominee for the Outstanding Book Award, American Sociological Association section on Sociology of Religion.

GRANTS

2012. "Nonviolently Transforming Authoritarian Regimes: Understanding the Dynamics of Civil Resistance." \$110,674 funded by the United States Institute of Peace.
2004. "Prophetic Provocation: War Resistance in the Plowshares Movement" \$2,000 funded by the Presidential Scholarship Grant, Duquesne University.
2003. "The European Plowshares Movement." \$1,800, funded by the Philip H. and Betty L. Wimmer Family Foundation Award, Duquesne University.
2001. "Breaking Barriers and Building Bridges: Creating Peace in Cyprus." \$26,350 funded by AMIDEAST for conflict resolution training for Greek & Turkish Cypriots.
2000. "Swords into Plowshares: Radical Politics and the Catholic Left." \$4,800 funded by Duquesne University's Faculty Research Fund.

PROFESSOR RICHARD L. WOOD

HIGHER EDUCATION

1995. Ph.D. Sociology, University of California, Berkeley. Dissertation: "Religion, Race, and the Future of Democracy."
 1989. M.A., Graduate Theological Union, Berkeley, California. Thesis: "Spirituality and Conversion in North American and Latin American Liberation Theology."
 1982. B.A. Chemistry, University of California, Davis.

MAJOR ACADEMIC APPOINTMENTS

- 2013–present. Special Advisor for Strategic Initiatives, Office of the Provost, UNM.
 2014–present. Chair, Department of Sociology, UNM.
 1996 – present. Assistant to Associate Professor, Department of Sociology, UNM.
 2005 – present. Director, Southwest Institute on Religion and Civil Society, UNM.
 2010-2013. Research Director, National Study of Community Organizing Coalitions.
 2004 – 2009. Director, Religious Studies Program, College of Arts and Sciences, UNM.
 1989-1995. Teaching Assistant to Research Associate, Department of Sociology, UC Berkeley
 1987-1989. Consultant, Center for Global Education, Augsburg College, Minneapolis, MN.
 1983-1987. Director of Mexico Programs, Centro de Estudios Mundiales en America Latina
 Center for Global Education, Cuernavaca, Morelos, Mexico.
 1982-1983. Research Associate, Calgene, Inc., Davis, California.

AREAS OF SPECIALIZATION

Sociology of religion, political sociology, social movements, the cultural and institutional bases of democratic life, especially those linked to faith communities.

PUBLICATIONS

Books

- 2015 Wood, Richard L. Wood and Brad R. Fulton. *A Shared Future: Faith-based organizing for racial equity and ethical democracy*. Chicago, IL: University of Chicago Press.
 2002. Wood, Richard L. *Faith in Action: Religion, Race, and Democratic Organizing in America*. Chicago, IL: University of Chicago Press.

Recent Articles in Refereed Journals

2014. Braunstein, Ruth, Brad Fulton, and Richard L. Wood. "The Role of Bridging Cultural Practices in Racially and Socioeconomically Diverse Civic Organizations." *American Sociological Review* 79 (4): 705-25.
 2015. Bardhan, Soumia and Richard L. Wood. "The Role of Technology and Culture in Civil Society Promotion in the Middle East: A Case Study Approach". *Digest of Middle Eastern Studies* 24:1 (Spring 2015).
 2013. Keogh, Stacy and Richard L. Wood. "The Rebirth of Catholic Collective Action in Central America", *Social Compass* 60 (2): 289-307. <http://hdl.handle.net/1928/23067>
 2012. Fulton, Brad and Richard L. Wood. "Interfaith Organizing: Emerging Theological and Organizational Challenges". *International Journal of Public Theology* 6: 1-23.
 2009. Wood, Richard L. "Taming Prophetic Religion? Faith-Based Activism and Welfare Provision". *International Journal of Public Theology* 3 (1): 101-119.
 2007. Wood, Richard L. "Thinking Culturally about Politics: Habits 20 Years Later and 20 Years Hence". *Sociology of Religion* 68:2.
 2002. Wood, Richard L. and Mark R. Warren. "Different Face of Faith-Based Politics: Social

- Capital and Community Organizing in the Public Arena”. *International Journal of Sociology and Social Policy* 22 (11/12): 6-54.
2001. Wood, Richard L. “Faith and Politics in the Public University”. *Listening: A Journal of Religion and Culture* 36 (2): 88-101.
1999. Wood, Richard L. “Religious Culture and Political Action”. *Sociological Theory* 17 (3): 307- 332.

Recent Chapters in Edited Volumes

2013. Fulton, Brad and Richard L. Wood. “Interfaith Organizing: Emerging Theological and Organizational Challenges.” Pp. 17-39 in *Yours the Power: Faith-Based Organizing in the USA*, edited by Katie Day, Esther McIntosh, and William Storrar. Leiden and Boston: Brill.
2007. Wood, Richard L. “Higher Power: Strategic Capacity for State and National Organizing.” Pp. 162-192 in *Transforming the City: Community Organizing and the Challenge of Political Change*, edited by Marion Orr. Lawrence, KS: University of Kansas.
2005. Wood, Richard L. “Community Organizing.” Pp. 177-178 in *The Encyclopedia of Politics and Religion*, 2nd edition; edited by Robert Wuthnow. Washington, DC: Congressional Quarterly Books.
2005. Wood, Richard L. “Robert N. Bellah.” Pp. 182-186 in *The Dictionary of Modern American Philosophers*, ed. by John R. Shook. London and New York: Thoemmes Press.

COURSES TAUGHT IN THE DEPARTMENT

- Soc. 313 Social Control of Crime and Delinquency; Soc. 499 Senior Honors Seminar;
Soc. 570 Graduate Research Methods: Qualitative Methods; Soc. 399 Junior Honors Seminar;
Soc. 412 Police and Society; Soc. 523 Graduate Proseminar; Soc. 510 Social Movements;
Soc. 422 Sociology of Religion;

RECENT GRANTS

- 2014-2015. START: Supporting Transformative Action in Reciprocity Together in the UNM College of Education Principal Investigator: Chaouki Abdallah Lead author and Co-Principal investigator; to launch redesign of UNM’s College of Education. Kellogg Foundation, \$1,050,000.
- 2013- 2014. Redesign of the UNM College of Education. Principal Investigator: Chaouki Abdallah Co-Principal investigator and principal leader. Kellogg Foundation, \$335,000.
- 2010-2012 . The Impact of the Pentecostal and Charismatic Movements on Local Community Organization and Civic Participation in Central America Principal investigators: Jeannette Aguilar and Richard L. Wood Research. Templeton Foundation and the USC Center on Religion & Civic Culture. \$395,292

RECENT AWARDS AND HONORS

2013. UNM’s Office of Graduate Studies’ Outstanding Graduate Student Mentor Award.
2011. Outside institutional reviewer of the American Academy of Religion’s Section on Religion and the Social Sciences. American Academy of Religion.
- 2003- 2005. Member, National Advisory Board for the project on Gender, Religion, and Civic Activism, Institute for Women’s Policy Research Washington, DC.
2004. Gunter Starkey Teaching Award outstanding teaching, College of Arts and Science, UNM.
2003. Best Book in the Sociology of Religion, for *Faith in Action: Religion, Race, and Democratic Organizing in America*, American Sociological Association.

ASSOCIATE PROFESSOR KRISTIN KAY BARKER

HIGHER EDUCATION

- 1993 Ph.D., Sociology, University of Wisconsin-Madison.
 Dissertation: Birthing and Bureaucratic Women: Gender, Professionalization and the Construction of Medical Needs, 1920-1935.
- 1987 M.S., Sociology, University of Wisconsin-Madison.
- 1985 B.S., Sociology and Gerontology, Summa cum Laude, Western Michigan University

ACADEMIC APPOINTMENTS

- 2012-Present Associate Professor of Sociology, University of New Mexico.
- 2012-Present. Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico.
- 2012-Present. Teaching Faculty, Combined BA/MD Program, University of New Mexico.
- 2003- 2012. Assistant to Associate Professor of Sociology, Oregon State University.
- 1999-2003 Associate Professor of Sociology & Department Chair 1999-2000, 2001-03. Linfield College.
- 1993-1998 Assistant Professor of Sociology Linfield College.

AREAS OF SPECIALIZATION

Soc. of Medicine; Soc. of Mental Health and Illness, Soc. of Knowledge; Soc. of Science and Technology; Professions; Gender and Feminist Theory; Document/Text Analysis.

PUBLICATIONS

Book

- 2005 Barker, Kristin. *The Fibromyalgia Story: Medical Authority and Women's Worlds of Pain*. Philadelphia: Temple University Press. Chapter One:
http://www.temple.edu/tempres/chapters_1400/1685_ch1.pdf

Peer-Reviewed Articles and Book Chapters

- Forthcoming. Barker, Kristin and Galardi, Tasha. "Diagnostic Domain Defense and the Case of Autism Spectrum Disorder." *Social Problems* 62(1).
- 2014 Barker, Kristin. "Mindfulness Meditation: Do-It-Yourself Medicalization of Every Moment." *Social Science & Medicine* 106: 168-176.
- 2011 Barker, Kristin. "Listening to Lyrica: Contested Diagnoses and Pharmaceutical Determinism." *Social Science & Medicine* 73: 833-42.
- 2011 Barker, Kristin and Galardi, Tasha. "Dead by 50: Lay Expertise and Breast Cancer Screening." *Social Science & Medicine* 72: 1351-1358.
- 2010 Conrad, Peter and Barker, Kristin. "The Social Construction of Illness: Key Insights And Policy Implications." *Journal of Health and Social Behavior* 51(S):67-79. Translated (Portuguese) and reprinted in *Idéias* (A Journal of the Institute of Philosophy and Human Science). 3(3) 2011: 183-219.
- 2010 Barker, Kristin. "The Social Construction of Illness: Medicalization and Contested Illness." Pp: 147-162 in Chloe Bird, Peter Conrad, Allen Fremont, and Stephan Timmermans (eds.), *The Handbook of Medical Sociology*, 6th edition. Upper Saddle River, NJ: Prentice Hall.
- 2009 Barker, Kristin. "Medicalization, Multiplication of Diseases and Human Enhancement." In Conrad P., Maturo A. (Eds.), *The Medicalization of Life, Salute e Società*, 2/2009:91-121 (English and Italian).
- 2008 Barker, Kristin. "Electronic Support Groups, Patient-Consumers, and Medicalization:

- The Case of Contested Illness.” *Journal of Health and Social Behavior* 49(1): 20-36.
 Transl. Italian, repr. in *Salute e Società*. VIII, extra issue 1/2009 Reprinted in Peter Conrad and Valerie Leiter (eds.), 2013. *The Sociology of Health and Illness: Critical Perspectives*, 9th ed. New York: Worth Press.
- 2003 Barker, Kristin. “Birthing and Bureaucratic Women: ‘Needs Talk’ and the Definitional Legacy of the Sheppard-Towner Act.” *Feminist Studies* 29(2): 333-355.
- 2002 Barker, Kristin. “Self-Help Literature and the Making of an Illness Identity: The Case of Fibromyalgia Syndrome.” *Social Problems* 49(3): 279-300. Repr. in Peter Conrad (ed.), 2005. *The Sociology of Health and Illness: Critical Perspectives*, 7th edition. New York: Worth Press. Reprinted in Peter Conrad (ed.), 2009. *The Sociology of Health and Illness: Critical Perspectives*, 8th edition. New York: Worth Press.
- 1998 Barker, Kristin. “A Ship upon a Stormy Sea: The Medicalization of Pregnancy.” *Social Science and Medicine* 47(8): 1067-1076.
- 1998 Barker, Kristin. “Women Physicians and the Gendered System of Professions: An Analysis of the Sheppard-Towner Act of 1921.” *Work and Occupations* 25(2): 229- 255.
- 1990 Schulz, Rockwell, William Scheckler, Chris Girard, and Kristin Barker. “Physician Adaptation to Health Maintenance Organizations and Implications for Management.” *Health Services Research* 25(1): 43-64.

Edited Volumes: Books and Journals

- 2012 Maturo, Antonio and Barker, Kristin (editors). *The Medicalization of Emotions and Cognition*, *Salute e Società*, Special Issue. 2/Supplement (in English and Italian).
- 2009 Barker, Kristin and Tiedeman, Gary (editors). *Haiku for Sociologists: Seventeen Syllable Gifts for the Student of Society*. Mukilteo, WA: Basho Press. Kristin Barker 4 Book Chapters, Book Reviews and Review Essays
- 2012 Barker, Kristin. “The Power of Pharmaceuticalisation.” *Salute e Società*, Special Issue. 2/Supplement: 167-172 (in English and Italian).
- 1997 Barker, Kristin. “Federal Maternal Policy and Gender Politics: Comparative Insights.” Review Essay, *Journal of Women’s History* 9(2): 183-191.

COURSES TAUGHT IN THE DEPARTMENT

- Sociological Theory; Sociology of Health and Illness (graduate and undergraduate).
 Sociology of Madness. Sociology of Science and Technology. Social Theory and the Body.

RECENT AWARDS, HONORS AND GRANTS

- 2014-15. Medical Sociology Section of the American Sociological Association, Chair Elect.
2011. “Gender and Direct-to-Consumer Pharmaceutical Advertising.” Oregon State University, School of Public Policy Mini-Grant (\$5,000).
2006. “Virtual Communities and Contested Chronic Illness: An Exploration in Electronic Ethnography.” Internal Fellowship, Center for the Humanities, Oregon State University (\$8,000).
2004. “Mindfulness: The Self and Healing in Late-Modernity,” College of Liberal Arts Research Grant, Oregon State University, (\$4,500).
2004. “Electronic Self-Help and Mutual-Help Resources and Contested Chronic Illness: The Case of Fibromyalgia Syndrome,” Faculty Release Time (FRT) Award, Oregon State University, (\$4,500).

ASSOCIATE PROFESSOR LISA M. BROIDY

HIGHER EDUCATION

1997. Ph.D. Sociology, Washington State University. Dissertation: General Strain Theory and Sex Differences in Deviant Outcomes
1993. M.A. Sociology, Washington State University: Thesis: Criminology, Stratification, and Gender: Testing an Integrative Approach
1990. B.A. Sociology. University of California, San Diego. Honors Thesis: The Social Construction of Inequality.

SELECTED ACADEMIC APPOINTMENTS

- 2005-present. Associate Professor, Sociology, University of New Mexico.
- 2013-2015. Associate Professor, Sociology, School of Criminology and Criminal Justice, Griffith University (while on leave from UNM).
- 2014-2015. Deputy Director, Key Center for Ethics, Law, Justice and Governance, Griffith University.
- 2006-2013. Director, Institute for Social Research, University of New Mexico.
- 1999-June 2005. Assistant Professor, Sociology, University of New Mexico.

AREAS OF SPECIALIZATION

Criminology, social control, deviant behavior

PUBLICATIONS

Recent Refereed Journal Articles

- Forthcoming. Broidy, Lisa, Danielle Albright, and Kristine Denman. "Deterring Future Incidents of Intimate Partner Violence: Does Type of Formal Intervention Matter?" *Violence Against Women*.
- Forthcoming. Willits, Dale, Lisa Broidy and Kristine Denman. "Schools and Drug Markets: Examining the Relationship between Schools and Neighborhood Drug Crime." *Youth & Society*.
2014. Santoro, Wayne and Lisa Broidy. "Gendered Rioting: A General Strain Theoretical Approach." *Social Forces*. doi: 10.1093/sf/sou035
2014. Getrich, Christina, Lisa Broidy, Deborah Helitzer, Alberta Kong, Erin Kleymann and Andrew Sussman. "Different models of HPV vaccine decision making among adolescent girls, parents, and health care clinicians in New Mexico." *Ethnicity & Health*. 19: 47-63.
2013. Albright, Danielle, Laura Banks, Lisa Broidy, Cameron Crandall, Gabriel Campos. "Ethical Conundrums in Fatality Review Planning, Data Collection and Reporting: Viewing the Work of Review Teams Through the Lens of Evaluation." *Homicide Studies*. 17: 436-456.
2013. Willits, Dale, Lisa Broidy and Kristine Denman. "Schools, Neighborhood Risk Factors, and Crime." *Crime and Delinquency* 59: 292 - 315.
2012. Botchkovar, Ekaterina and Lisa Broidy. "Parenting, Self-Control, and the Gender Gap in Alcohol Use: The Case of Russia." *International Journal of Offender Therapy and Comparative Criminology*. 0306624X11435318, first published on August 1, 2012.
- 2010 (2013). Botchkovar, Ekaterina and Lisa Broidy. "Accumulated Strain, Negative Emotions, and Crime: A Test of General Strain Theory in Russia." *Crime and Delinquency*. 59: 837-860. (online first: November 2010).

2008. Daday, Jerry, Lisa Broidy, and Cameron Crandall. "Emergency Department Utilization among Victims and Offenders Involved in Non-Lethal Violence." *Social Science and Medicine*. 66: 1197-1203.
2008. Charles Tittle, Lisa Broidy and Mark Getz. "Strain, Crime and Contingencies." *Justice Quarterly* 25:283-312.
2006. Broidy, Lisa M., Jerry Daday, Cameron Crandall, and David Sklar, Exploring Demographic, Structural, and Behavioral Overlap Among Homicide Offenders and Victims." *Homicide Studies*. 10: 155-180.
2005. Daday, Jerry, Lisa M. Broidy, Cameron Crandall, and David Sklar, Individual, Neighborhood, and Situational Factors Associated with Violent Victimization and Offending." *Criminal Justice Studies*. 18(3): 215-235.

Recent Book Chapters

2015. Broidy, Lisa and Carleen Thompson. "Developmental and Life Course Findings on Women and Girls." In *The Oxford Handbook of Developmental and Life Course Criminology*. Edited by David P. Farrington, Lila Kazemian, and Alex R. Piquero. Oxford: Oxford University Press.
2009. Goldweber, Asha, Lisa Broidy, and Elizabeth Cauffman. "Interdisciplinary Perspectives on Persistent Female Offending: A Review of Theory and Research For The Development of Persistent Criminality." In *The Development of Persistent Criminality*. Edited by Joanne Savage. Oxford: Oxford U. Press.

COURSES TAUGHT IN THE DEPARTMENT

Developmental/Life Course Criminology (Soc 425); Causes of Crime (Soc 312); Social Control (Soc 313); Theories of Crime (graduate); Gender and Crime (graduate); Contemporary Research in Crime and Delinquency (graduate).

AWARDS AND HONORS

2014. Griffith University Arts, Education and Law Team Research Excellence Award.
2012. Doug Yearwood National Publication Award (Research/Policy Analysis Category), Justice Research and Statistics Association.
2007. Phillip Hoke National Publication Award. Justice Research and Statistics Association. Awarded to the New Mexico SAC.
- 2004-2005. Gunter Starkey Teaching Award, College of Arts and Sciences, University of New Mexico.

RECENT GRANTS

2014. CIs: Susan Dennison and Lisa Broidy. Children of imprisoned mothers: A cross-national examination of the factors affecting risk, resilience and developmental outcomes. Griffith University International Workshop Award and Key Centre for Ethics, Law and Governance funding (\$17,8000).
- 2012-2013. Principal Investigator: Lisa Broidy, PI (Maria Velez and Christopher Lyons, Co-PIs). Victimization Study Planning and Pilot Grant. Bureau of Justice Statistics/JRSA. (\$75,000).

ASSOCIATE PROFESSOR ROBERT A. FIALA

EDUCATION

- 1984 Ph.D. Sociology, Stanford University.
 1973 M.A. Sociology, San Jose State University.
 1968 B.A. Sociology. California State University, Los Angeles.

ACADEMIC APPOINTMENTS

- 1984 – Present. Associate Professor, Department of Sociology University of New Mexico.
 2009 – 2012, 1992 – 1993. Associate Chair, Department of Sociology
 2010 – 2013, 1980 – 1995. Graduate Director, Department of Sociology
 1993 – 1996. Director, Institute for Social Research, University of New Mexico
 1995 – 1996. Director, Center for Data Collection and Analysis, Institute for Social Research,
 University of New Mexico.
 1982 – 1983. Instructor, Department of Sociology, Stanford University.
 1983. Consultant for the Association for the Study of Socio-economic and Juridical Studies,
 San Francisco, CA
 1981. Research Assistant, National Opinion Research Center, Chicago, ILL.
 1974-1980. Instructor of Sociology, Cabrillo College, Aptos CA, Instructor of Sociology,
 West Valley College, Sunnyvale CA.

AREAS OF SPECIALIZATION

Comparative Sociology (cross-national and world society investigations); Sociology of Education (mostly comparative).

PUBLICATIONS SINCE 2003

2014. Rebecca Beals and Robert Fiala. “The Effects of Professional Discourse on Disability 1932-2009: Environments of Inclusive and Restricted Participation.” Pp. 141-164 in *Environmental Contexts and Disability, Volume 8 of Research in Social Science and Disability*. Edited by Barbara M. Altman and Sharon N. Barnartt. United Kingdom: Emerald Publishing.
2008. Mary Beth Howe and Robert Fiala. “Process Matters: Disputant Satisfaction in Mediated Civil Cases.” *The Justice System Journal* 29:85-99.
2006. Robert Fiala. “Educational Ideology and the School Curriculum.” Pp. 1-20 in *School Knowledge in Comparative and Historical Perspective*. Edited by Aaron Benavot and Cecilia Braslavsky. Hong Kong: Springer. Translated in 2008. “La ideología educativa y el currículo escolar.” Pp. 47-74 in *El Conocimiento Escolar En Una Perspectiva Histórica Y Comparativa*. Buenos Aires: Grancia.
2003. Robert Fiala and Susan Tiano. “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.

COURSES TAUGHT IN THE DEPARTMENT

Sociological Theory (undergraduate); Sociological Data Analysis (undergraduate); Seminar in International Political Sociology; Introduction to Sociology; Crime and Deviance; Research Methods; Contemporary Theory; Classical Theory; Sociology of Education; Political Sociology Seminar; Contemporary Theory Seminar; Comparative Sociology Seminar; political Sociology; Graduate Orientation Seminar.

ASSOCIATE PROFESSOR JESSICA R. GOODKIND

HIGHER EDUCATION

2002. Ph.D. Ecological/Community Psychology, Michigan State University. Dissertation: Promoting refugee well-being: A community-based advocacy and learning intervention.
1999. M.A. Ecological/Community Psychology Michigan State University. Thesis: An ecological investigation of Hmong refugees' participation experiences in multiethnic communities
1993. B.A. Psychology Wesleyan University.

ACADEMIC APPOINTMENTS

- 2013-present. Assistant Professor, Department of Sociology University of New Mexico.
- 2013-present. Secondary Appointment, Assistant Professor, Department of Psychiatry University of New Mexico Health Sciences Center.
- 2011-present. Co-Director of Cultural Competency Curriculum, Office of Diversity University of New Mexico Health Sciences Center.
- 2010-2013 Assistant Professor, Department of Pediatrics, Division of Prevention & Population Sciences University of New Mexico Health Sciences Center.
- 2005 – 2010. Research Assistant Professor, Department of Pediatrics, Division of Prevention & Population Sciences University of New Mexico Health Sciences Center.
- 2002 – 2004. Assistant Professor, Human Development California State University East Bay.

AREAS OF SPECIALIZATION

Medical Sociology/Sociology of Health and Race/Ethnicity; Social determinants of health/mental health; Community-based participatory research.

RECENT PUBLICATIONS

2015. Goodkind, Jessica, Beverly Gorman, Julia M. Hess, Danielle P. Parker, and Richard L. Hough. "Reconsidering Culturally Competent Approaches to American Indian Healing and Well-Being." *Qualitative Health Research*, 25(4), 486-499. doi:10.1177/1049732314551056
2015. Goodkind, Jessica, Julia M. Hess, Brian Isakson, Marianna LaNoue, Ann Githinji, Natalie Roche, Kathryn Vadnais, and Danielle P. Parker. 2014. "Reducing Refugee Mental Health Disparities: A Community-Based Intervention to Address Post-Migration Stressors with African Adults." *Psychological Services*, 11(3): 333-346.
2014. Hess, Julia M., Brian Isakson, Ann Githinji, Natalie Roche, Kathryn Vadnais, Danielle P. Parker, and Jessica Goodkind. "Reducing Mental Health Disparities Through Transformative Learning: A Social Change Model with Refugees and Students." *Psychological Services*, 11(3): 347-356.
2013. Semansky, R., Goodkind, J., Sommerfeld, D., & Willging, C.E. "Culturally competent services within a statewide behavioral healthcare transformation: A mixed-methods assessment." *Journal of Community Psychology*, 41(3), 378-393.
2012. Goodkind, J., Hess, J.M., Gorman, B., & Parker, D.P. "'We're still in a struggle'": Diné resilience, survival, historical trauma, and healing. *Qualitative Health Research*, 22(8), 1019- 1036.
2012. Willging, C.E., Goodkind, J., Lamphere, L., Saul, G., Fluder, S., & Seanez, P. "The impact of state behavioral health reform on Native American individuals, families, and communities." *Qualitative Health Research*, 22(7), 880-896.
2012. Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. "Feasibility, acceptability, and initial findings from a community-based cultural mental health

- intervention for American Indian youth and their families. *Journal of Community Psychology*, 40(4), 381-405.
2012. Goodkind, J., LaNoue, M., Lee, C., Freeland, L., & Freund, R. "Involving parents in a community-based, culturally-grounded mental health intervention for American Indian youth: Parent perspectives, challenges, and results. *Journal of Community Psychology*, 40(4), 468-478.
2011. Goodkind, J., Ross-Toledo, K., John, S., Hall, J.L., Ross, L., Freeland, L., Coletta, E., BecentiFundark, T., Poola, C., Begay-Roanhorse, R., & Lee, C. "Rebuilding TRUST: A Community, Multi-Agency, State, and University Partnership to Improve Behavioral Health Care for American Indian Youth, their Families, and Communities. *Journal of Community Psychology*, 39(4),
2011. Goodkind, J., Githinji, A., & Isakson, B. "Reducing health disparities experienced by refugees resettled in urban areas: A community-based transdisciplinary intervention model," (pp. 41-55). In M. Kirst, N. Schaefer-McDaniel, S. Hwang, & P. O'Campo (Eds.). *Converging disciplines: A transdisciplinary research approach to urban health problems*. New York, NY: Springer.
2010. Goodkind, J., Ross-Toledo, K., John, S., Hall, J.L., Ross, L., Freeland, L., Coletta, E., BecentiFundark, T., Poola, C., Begay-Roanhorse, R., & Lee, C. "Promoting healing and restoring trust: Policy recommendations for improving behavioral health care for American Indian/Alaska Native adolescents. *American Journal of Community Psychology*, 46(3), 386-394.
2010. Goodkind, J., LaNoue, M., & Milford, J. "Adaptation and implementation of Cognitive Behavioral Intervention for Trauma in Schools with American Indian youth. *Journal of Clinical Child and Adolescent Psychology*, 39(6), 858-872.

COURSES TAUGHT IN THE DEPARTMENT

Soc. 346 Health & Social Inequalities I; Soc. 347 Health & Social Inequalities II; Soc. 80 Introduction to Research Methods; Soc. 398 Health & Social Inequalities Lab; Soc. 595 Community Engaged Research.

RECENT AWARDS, HONORS AND GRANTS

2014. Presidential Luminaria Faculty Award for Commitment to Addressing Diversity, Equity, Inclusion and Social Justice, University of New Mexico,
- 2013-present. University of New Mexico Robert Wood Johnson Center for Health Policy Senior Fellow.
- 2013-2018. 1R01MD007712 J. Goodkind (PI) Addressing Social Determinants to Reduce Refugee Mental Health Disparities.
- 2013-2014. W.K. Kellogg Foundation. Goodkind & Altschul (co-PIs). New Mexico Learning and Evaluation Consortium.
- 2012-present. New Mexico Center for the Advancement of Research, Engagement, & Science on Health Disparities (NM CARES HD) Senior Fellow.
2012. Invited Member of 8th Annual American Psychological Association Science Leadership Conference (Act Locally: Promoting Psychological Science in Our Academic Institutions and Local Communities), Washington, DC.

ASSOCIATE PROFESSOR TAMARA KAY

HIGHER EDUCATION

2004. Ph.D. Sociology, University of California, Berkeley
 1998. M. A., Sociology, University of California, Berkeley
 1993. B.A. Sociology, Art Theory and Practice, Northwestern University (Highest Distinction, Phi Beta Kappa)

ACADEMIC APPOINTMENTS

- 2014-present. Assistant Professor. Department of Sociology, University of New Mexico.
 2010-2014. Associate Professor, Department of Sociology, Harvard University.
 2006-2010. Assistant Professor, Department of Sociology, Harvard University.
 2004-2006. Post-Doctoral Scholar, Center for U.S.-Mexican Studies, U. of California, San Diego.

AREAS OF SPECIALIZATION

Labor, culture, organizations, political sociology.

PUBLICATIONS

Books

2011. Kay, Tamara. *NAFTA and the Politics of Labor Transnationalism*. New York: Cambridge University Press. (*Cambridge Studies in Contentious Politics Series*).

Journal Articles

- Forthcoming. Kay, Tamara. "New Challenges, New Alliances: The Politicization of Unions in a Post-NAFTA Era." *Labor History*.
2014. Asad, Asad L. and Tamara Kay. "Theorizing the Relationship Between NGOs and the State in Medical Humanitarian Development Projects." *Social Science & Medicine*. 120:325-333.
2011. Kay, Tamara. "Legal Transnationalism: The Relationship Between Transnational Social Movement Building and International Law." *Law & Social Inquiry*. 36(2): 419-454.
2011. Kay, Tamara. "Building Solidarity with Subjects and Audience in Sociology and Documentary Photography." *Sociological Forum*. 26(2): 424-430.
2008. Evans, Rhonda and Tamara Kay. "How Environmentalists "Greened" Trade Policy: Strategic Action and the Architecture of Field Overlap." *American Sociological Review*. 73(6): 970-991.
2005. Kay, Tamara. "Labor Transnationalism and Global Governance: The Impact of NAFTA on Transnational Labor Relationships in North America." *American Journal of Sociology*. 111(3): 715-756. (Reprinted in Doug McAdam and David Snow (eds). 2009. *Social Movements: Readings on Their Emergence, Mobilization, Dynamics, and Impact*. Oxford: Oxford University Press.)
2004. Beisel, Nicola and Tamara Kay. "Abortion, Race, and Gender in Nineteenth-Century America." *American Sociological Review*. 69(4): 498-518.

COURSES TAUGHT IN THE DEPARTMENT

Social Fieldwork Methods (graduate); Globalization, Human Rights and Social Change (graduate); Globalization and Transnational Sociology (graduate); Visualizing Global Change; Constructing Global Social Problems in Sociology and Documentary Film and Photography; Complex Organizations

AWARDS AND HONORS

- 2014. Everett Mendelsohn Excellence in Mentoring Award Nominee, Harvard Graduate Student Council.
- 2013. Best Book Award Honorable Mention from the Sociology of Law Section of the American Sociological Association, for *NAFTA and the Politics of Labor Transnationalism*.
- 2013. Finalist, Gordon Hirabayashi Human Rights Book Award, American Sociological Association for *NAFTA and the Politics of Labor Transnationalism*.
- 2012. Best Book Award Honorable Mention from the Labor and Labor Movements Section of the American Sociological Association, for *NAFTA and the Politics of Labor Transnationalism*.
- 2008. George Kahrl Award for Excellence in Teaching, Harvard.
- 2006. "Distinguished Scholarly Article" Award, Labor and Labor Movements Section of the American Sociological Association, for "Labor Transnationalism and Global Governance."
- 2005. "Best Article" Award, Political Sociology Section of the American Sociological Association, for "Abortion, Race, and Gender in Nineteenth-Century America."
- 2005. "Best Article" Award, Race, Gender and Class Section of the American Sociological Association, for "Abortion, Race, and Gender in Nineteenth-Century America."
- 2004. Outstanding Graduate Student Instructor Award (UC Berkeley)

GRANTS AND FELLOWSHIPS

- 2014. Department of Sociology small research grant, University of New Mexico (\$3000).
- 2014. Latin American and Iberian Institute course development grant, University of New Mexico (\$2500).
- 2012. Harvard Academy for International and Area Studies Junior Faculty Development Grant for the project: "Partners in Development: Transnational Collaborations Among Economic Development Organizations" (\$7500)
- 2009. Harvard Academy for International and Area Studies Junior Faculty Development Grant for the project: "Partners in Development: Transnational Collaborations Among Economic Development Organizations" (\$7500).
- 2009. Clark Fund Research Grant, awarded by the Committee on Faculty Research Support, Harvard University Faculty of Arts and Sciences for the project: "Partners in Development: Transnational Collaborations Among Economic Development Organizations" (\$6,000).
- 2008. Harvard Medical School, William F. Milton Fund Award for the project: "Partners in Development: Transnational Collaborations Among Economic Development Organizations" (\$35,000).
- 2008. David Rockefeller Center for Latin American Studies Faculty Research Grant for the project: "Partners in Development: Transnational Collaborations Among Economic Development Organizations" (\$9640).
- 1999-02. Andrew W. Mellon Foundation Fellowship in Latin American Sociology.
- 1996-9. National Science Foundation Graduate Fellowship.
- 1999. Center for Culture, Organizations and Politics Research Grant, UC Berkeley.

ASSOCIATE PROFESSOR NANCY LÓPEZ

HIGHER EDUCATION

1999. Ph.D. Sociology, City University of New York. Dissertation: "RaceGender Matters: Schooling Among Second-Generation Dominicans, West Indians, and Haitians in New York City."
1996. M. Phil. Sociology, GSUC-CUN.
1991. B.A., Regional Studies in Latin America, Columbia College, Columbia University.

ACADEMIC APPOINTMENTS

- 2009-2011 - present. Director (co-founder and co-director with Dr. Laura Gómez), Institute for the Study of "Race" and Social Justice.
- 2008-present. Associate Professor, Department of Sociology, University of New Mexico.
- 2001-2008. Assistant Professor, Department of Sociology, University of New Mexico.
- 1999-2001. Assistant Professor, Department of Sociology, University of Massachusetts-Boston.
- 1996-1997. Graduate Teaching Fellow, Department of Sociology, John Jay College of Criminal Justice, City University of New York.

AREAS OF SPECIALIZATION

Race, education and Latino/a Studies; critical race theory, critical race feminism, and education.

PUBLICATIONS

Books

2003. López, Nancy. *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*, New York: Routledge; second Edition in progress, forthcoming.

Edited Volumes

2013. Laura Gómez and Nancy López (editors). *Mapping "Race": Critical Approaches to Health Disparities Research*. New Brunswick, NJ: Rutgers University Press.
2004. Ybarra, Raul & Nancy López. *Creating Alternative Discourses in the Education of Latinos and Latinas* (New York: Peter Lang).
2013. *Encyclopedia of Race and Racism*, 2nd Edition. Patrick Mason (Editor in Chief), Natasha Barnes, William Darity Jr., Laurent Dubois, Joseph Graves, Nancy López (Associate Editors). Farmington Hills, MI: Gale Cengage Learning.

Articles in Refereed Journals

2013. López, Nancy. "Killing Two Birds With One Stone? Why We Need Two Separate Questions on Race & Ethnicity in 2020 Census and Beyond," *Latino Studies Journal*, forthcoming.
2013. Bird, Carlota, Tiffany Lee & Nancy López. "Visions of Leadership in American Indian Education: Voices from New Mexico." *American Journal of Education*, forthcoming.
2008. López, Nancy. "Anti-racist Pedagogy and Empowerment in a Bilingual Classroom in the Southwest, circa 2006," *Theory into Practice*, 2008.
2002. López, Nancy. "Race-Gender Experiences and Schooling: Second-Generation Dominican, West Indian, and Haitian Youth in New York City," *Race, Ethnicity and Education*, vol. 5, no.1, March, pp. 67-89.
2002. López, Nancy. "Re-writing Race and Gender High School Lessons: Second-Generation Dominicans in New York City," *Teachers College Record*, vol. 104, No.6, pp. 1187-1203.
2000. López, Nancy. "The Missing Link: Latinos and Educational Opportunity Programs,"

Equity and Excellence, December, 2000, 33(3): 48-53.

1998. López, Nancy. "The Structural Origins of Dominican High School Dropout," *Latino Studies Journal*, Long Island University. Vol. 9, Issue 3, pp. 82-102.

1995. López, Nancy and Ginetta Candelario. "The Latest Edition of the Welfare Queen Story: An Analysis of the Role of Dominican Immigrants in the New York City Political-Economic Culture," *Phoebe*, volume 7, Number 1, Spring/Fall, pp.7-22.

Chapters in Edited Volumes

2013. Rodriguez, Clara, Nancy López & Grigoris Argeros. "Latinos and the Color Line in the U.S.: Measuring Outcomes by Race and Ethnicity." *Emerging Trends in the Social and Behavioral Sciences*, Robert A. Scott and Stephen M. Kosslyn, eds., SAGE Publications and Center for Advanced Study in the Behavioral Sciences, Stanford University.

2013. Lee, Tiffany and Nancy López. "It is best to know who you are through your culture': Transformative Possibilities for Native American Youth," in *Cultural Transformations: Youth and Pedagogies of Transformation*, Korina Jocson (editor), Cambridge: Harvard.

2013. López, Nancy. "Contextualizing Lived Race-Gender & the Racialized-Gendered Social Determinants of Health," in *Mapping "Race": Critical Approaches to Health Disparities Research*. Laura Gómez and Nancy López, eds. New Brunswick: Rutgers.

2011. López, Nancy. "Racially Stigmatized Masculinities: Conceptualizing Latino Male Schooling in the United States," in *Disenfranchisement of Latino Males: Contemporary Perspectives on Cultural and Structural Factors*, Pedro Noguera, Edward Fergus and Aida Hurtado (eds). New York: Routledge, 35 pp.

AWARDS AND HONORS

2013. Inaugural Faculty Fellow, Academic Leadership Academy, Division of Equity & Inclusion, UNM.

2012. Presidential Luminaria Faculty Award, UNM Office of the Vice President for Equity and Inclusion.

2011. UNM Faculty of Color Teaching Award.

2010. UNM Faculty of Color Award Mentoring.

2009. Outstanding Dominican Educator, Dominican Studies Institute, City College, CUNY & Dominican American National Roundtable.

2008 UNM Faculty Color Award for Mentoring.

2007 Gunter Starkey Teaching Award, College of Arts and Sciences, UNM.

2007 Outstanding Faculty of Color Award, Research, Teaching, Service and Mentoring, UNM.

RECENT FUNDED GRANTS

2010. Mapping "Race" and Inequality: Best Practices for Theorizing and Operationalizing "Race" in Health Policy Research, \$50,000, National Institutes of Health; co-PIs, Nancy López and Laura E. Gómez, Institute for the Study of "Race" & Social Justice, University of New Mexico, convened April 29-30, 2011.

2007-2008. Sociological Initiatives Foundation, \$15,000, "Disciplinary Discretion in a Diverse Albuquerque High School: A Study of Racial, Ethnic and Gender Disparities," co-principal investigator, Dr. Jane Hood, UNM Institute for Social Research.

2007-2008 "Discipline in a Diverse High School," \$10,000, co-principal investigator, Dr. Jane Hood, Robert Wood Johnson Foundation, Center for Health Policy Faculty Grant.

ASSOCIATE PROFESSOR CHRISTOPHER J. LYONS

HIGHER EDUCATION

2006. Ph.D. Sociology, University of Washington. Dissertation: *Social (Dis)Organization and Racially Motivated Crime in Chicago*.
2002. M.A. Department of Sociology, University of Washington. Thesis: Perceptions of Victims and Perpetrators of Bias Offenses: A Multilevel Factorial Survey Approach.
1996. B.A. Kalamazoo College, Kalamazoo MI. *Magna cum Laude*, Honors Sociology and Anthropology.

ACADEMIC APPOINTMENTS

- 2012 – present. Associate Professor of Sociology, University of New Mexico
- 2006 – 2012. Assistant Professor of Sociology, University of New Mexico
- 2009 – Senior Fellow, UNM Robert Wood Johnson Center for Health Policy

AREAS OF SPECIALIZATION

criminology, social control, urban communities, inequality

PUBLICATIONS

Peer-reviewed articles:

2015. María B. Vélez, Christopher J. Lyons, and Wayne Santoro. “The Political Context of the Percent Black-Neighborhood Violence Link: A Multilevel Analysis.” *Social Problems* 62(1): 93-119.
2014. Lyons, Christopher J. and Aki Roberts. “The Difference ‘Hate’ Makes in Clearing Crime: An Event History Analysis of Incident Characteristics.” *Journal of Contemporary Criminal Justice* DOI: 10.1177/1043986214536663
2014. María B. Vélez and Christopher J. Lyons. “Making or Breaking Neighborhoods: Public Social Control and the Political Economy of Urban Crime.” *Criminology and Public Policy* 13(2): 225-235.
2014. Mogford, Elizabeth A. and Christopher J. Lyons. “Village Tolerance of Abuse, Women’s Status, and the Ecology of Intimate Partner Violence in Rural Uttar Pradesh, India.” *The Sociological Quarterly* DOI: 10.1111/tsq.12067
2013. Lyons, Christopher J., María B. Vélez, and Wayne Santoro. “Immigration, Neighborhood Violence, and City Political Opportunities.” *American Sociological Review* 78(4): 604-32.
2012. María B. Vélez, Christopher J. Lyons, and Blake Boursaw. “Neighborhood Housing Investments and Violent Crime in Seattle: 1981-2007.” *Criminology* 50(4): 1025-56.
2011. Kreager, Derek, Christopher J. Lyons, and Zachary Hays. “Condos, Coffeeshops and Crime: Urban Revitalization and Seattle Crime Trends.” *Social Problems* 58(4): 615-39.
2011. Lyons, Christopher J. and Becky Pettit. “Compounded Disadvantage: Race, Incarceration, and Wage Growth.” *Social Problems* 58(2): 257-80.
2011. Aki Roberts and Christopher J. Lyons. “Hispanic Victims and Homicide Clearance by Arrest.” *Homicide Studies* 15(1): 48–73.
2010. Hirsh, Beth and Christopher J. Lyons. “Perceiving Discrimination on the Job: Legal Consciousness, Workplace Context, and the Construction of Race Discrimination.” *Law and Society Review* 44 (2):269-98.
2009. Pettit, Becky and Christopher J. Lyons. “Incarceration, Employment and Wages over the Life Course.” *Law and Society Review* 43(4): 725-56.
2009. Aki Roberts and Christopher J. Lyons. “Victim-Offender Racial Dyads and Clearance of

- Lethal and Non-Lethal Assault.” *Journal of Research in Crime and Delinquency* 46(3): 301-326.
2008. Lyons, Christopher J. “Defending Turf: Racial Demographics and Hate Crime against Blacks and Whites.” *Social Forces* 87(1): 357-385.
2008. Lyons, Christopher J. “Individual Perceptions and the Social Construction of Hate Crime.” *Social Science Journal* 45(1): 107-131.
2007. Lyons, Christopher J. “Community (Dis)Organization and Racially Motivated Crime.” *American Journal of Sociology* 113(3): 815-63.
2006. Lyons, Christopher J. “Stigma or Sympathy: Attributions of Fault to Hate Crime Victims and Offenders.” *Social Psychology Quarterly* 69(1): 39-59.

Book chapters:

2012. Vélez, María B. and Christopher J. Lyons. “Situating the Immigration and Crime Relationship across Multiple Neighborhoods and Cities.” Pgs. 159-177 in *Punishing Immigrants: Policy, Politics and Injustice*, edited by M. Zatz, C. Kubrin, and R. Martinez. New York: New York University Press.
2007. Pettit, Becky and Christopher J. Lyons. “Status and the Stigma of Incarceration: The Labor Market Effects of Incarceration by Race, Class, and Criminal Involvement.” Pg. 203-226 in *Barriers to Reentry? The Labor Market for Released Prisoners in post-Industrial America*, edited by Shawn Bushway, Michael A. Stoll and David F. Weiman. New York: Russell Sage Foundation.

COURSES TAUGHT IN THE DEPARTMENT

Undergraduate: Soc 213. Sociology of Deviance; Soc 424. Race, Class, and Crime; Soc 426. Drugs, Crime, and Social Control. Graduate Seminars: Soc 595. Communities, Race, and Crime; Soc 595. Crime, Law and Social Control

RECENT GRANTS

- 2014-2016 “Crime and Community in a Changing Society: The National Neighborhoods and Crime Study 2.” *National Science Foundation*. (\$630,000), with Laurie Krivo (Rutgers) and Maria B. Vélez.
- 2011-2012. “Pilot Data Collection for Arrest Related Deaths and Victimization in New Mexico.” *Bureau of Justice Statistics/JRSA*. (\$65,000), with Lisa Broidy and Maria Velez.
- 2010-2011. “Probation and Parole Officer’s Attitudes towards Offenders.” *Bureau of Justice Statistics/JRSA*. (\$73,686), with Lisa Broidy.
- 2010-2011. “Criminal Justice Professionals’ Attitudes towards Offenders: Assessing the Link Between Global Orientations and Specific Attributions.” *Bureau of Justice Statistics/JRSA*. (\$50,000), with Lisa Broidy.
- 2008-2009. “Evaluating the Career Pathways Initiative.” *Grant from New Mexico Department of Corrections*. (\$50,000), with Lisa Broidy.

RECENT AWARDS AND HONORS

- 2013 UNM Regents’ Lecturer Award
- 2010 Nominated, New Faculty Teacher of the Year Award, University of New Mexico.

ASSOCIATE PROFESSOR MARÍA B. VÉLEZ

HIGHER EDUCATION

2002. Ph.D., Sociology, The Ohio State University,
 1994. M.A., Government, The University of Texas at Austin,
 1992. B.A., Political Science, St. Mary's University, San Antonio, Texas

ACADEMIC APPOINTMENTS

- 2014 – present. Associate Professor, University of New Mexico.
 2010 – 2014. Assistant Professor, University of New Mexico.
 2007 – 2010. Lecturer III, University of New Mexico.
 2002 – 2007. Assistant Professor (3/4 time), University of Iowa.

AREAS OF SPECIALIZATION

Sociology of Crime; race and crime; crime and neighborhood effects.

PUBLICATIONS

2015. Vélez, María B. Christopher Lyons, and Wayne A. Santoro. “The Political Context of the Percent Black-Neighborhood Violence Link: A Multilevel Analysis.” *Social Problems*. 62:93–119.
2013. Lyons, Christopher J., María B. Vélez, and Wayne A. Santoro. “Neighborhood Immigration, Violence, and City-Level Immigrant Political Opportunities.” *American Sociological Review* 78: 604-632.
2012. Vélez, María B., Christopher Lyons and Blake Boursaw. “Assessing the Relationship between Mortgage Lending and Crime: An Analysis of Seattle Neighborhoods (1981-2007).” *Criminology* 50(4):1025-1056.
2012. Santoro, Wayne A., María B. Vélez, and Stacy Keogh. “Mexican American Protest, Ethnic Resiliency, and Social Capital: The Mobilization Benefits of Having Social Ties to Whites.” *Social Forces*. 91(1):209-231. doi:10.1093/sf/sos060.
2012. Vélez, María B. and Kelly Richardson. “The Political Economy of Neighborhood Homicide in Chicago: The Role of Bank Investment”. *British Journal of Criminology* 52(3): 490-513. doi:10.1093/bjc/azr092.
2010. Arndt, Stephan, María B. Vélez, Lisa Segre and Rebecca Clayton. “Remission from Substance Dependence in U.S. Whites, African-Americans, and Latinos.” *Journal of Ethnicity in Substance Abuse* 9(4):237-248.
2009. Vélez, María B. “Banks and the Racial Patterning of Crime: A Study of Chicago Neighborhoods.” *The International Journal of Conflict and Violence* 3:154 –171.
2009. Vélez, María B. “Contextualizing the Immigration and Crime Effect: An Analysis of Chicago Neighborhoods.” *Homicide Studies* 13:325-335.
2008. Vélez, María B., Ana L. Campos, and Stephan Arndt. “City’s Racial Composition Shapes Treatment Center Characteristics and Services.” *Journal of Ethnicity and Substance Abuse* 7(2):188-199.
2003. Vélez, María B., Lauren J. Krivo and Ruth D. Peterson. “Interracial Inequality and Homicide: A Direct Assessment of the Black-White Gap in Killings.” *Criminology* 41:645-672.
2001. Vélez, María B. “The Role of Public Social Control in Urban Neighborhoods: A MultiLevel Analysis of Victimization Risk.” *Criminology* 39(4):837-864. (Reprinted in *Crime and Social Institutions*, ed. Richard B. Rosenfeld. Hampshire: Ashgate, 2006.
2001. Roscigno, Vincent J., María B. Vélez and Jim Ainsworth-Darnell. “Language Minority

Achievement, Family Background, and the Impact of Bilingual Education.” *Race and Society* 4(1):69-88.

Book Chapters

2012. Vélez, María B. and Christopher Lyons. “Situating the Immigration & Neighborhood Crime Relationship across Multiple Cities” in *Punishing Immigrants: Policy, Politics, and Injustice*, edited by Charis Kubrin, Marjorie Zatz, and Ramiro J. Martinez. New York, N.Y.: New York University Press.
2006. Vélez, María B. “Toward an Understanding of the Lower Rates of Homicide in Latino Versus Black Neighborhoods: A Look at Chicago” in *The Many Colors of Crime: Inequalities of Race, Ethnicity and Crime in America*, edited by Ruth D. Peterson, Lauren J. Krivo, and John Hagan, New York, N.Y.: New York University Press.
2003. Bellair, Paul E., Vincent J. Roscigno, and *María B. Vélez*. “Occupational Structure, Social Learning, and Adolescent Violence” in *Social Learning Theory and the Explanation of Crime: A Guide for the New Century*, edited by Ronald L. Akers and Gary F. Jensen, Advances in Criminological Theory, Volume 11. New Brunswick, N.J.: Transaction Press.
2001. Peterson, Ruth D., Lauren J. Krivo and María B. Vélez. “Segregation and Youth Criminal Violence: A Review and Agenda.” Pp. 277-286 in Susan O. White, ed., *Handbook of Youth and Justice*. New York, N.Y.: Plenum Publishers.

Edited Volumes

2011. Vélez, María B, Rod Brunson, and Jody Miller. “Editor’s Introduction: Between Black and White.” Special Issue on Between Black and White: Theorizing Racial Democracy, Crime and Justice. *Journal of Contemporary Criminal Justice*. 27:256-260.

Guest Editorship

- Vélez, María B, Rod Brunson, and Jody Miller. 2011. Special Issue on “Between Black and White: Theorizing Racial Democracy, Crime and Justice.” *Journal of Contemporary Criminal Justice*. 27:255-398.

COURSES TAUGHT IN THE DEPARTMENT

Soc. 205, Crime Public Policy & Criminal Justice; Soc. 312; Soc. 424, Causes of Crime & Delinquency; Soc. 507, Theories of Crime.

GRANTS

- 2013-2015 “Collaborative Research: Crime and Community in a Changing Society: The National Neighborhood Crime Study 2” Lauren J. Krivo (lead PI), Christopher Lyons (Co-PI) and **María B. Vélez** (PI at UNM) National Science Foundation, Sociology and Law and Social Sciences Program (total \$539,142; UNM share \$146,214), (NES#1356252).
- 2012-2013. Bureau of Justice Statistics/JRSA, “Victimization Study Planning and Pilot Grant,” Lisa Broidy (PI), Christopher Lyons (Co-PI), María Vélez (Co-PI), (\$75,000).

RECENT AWARDS AND, HONORS

2012. Faculty of Color Award, Mentoring, Graduates of Color, UNM.
- 2010-2011. College of Arts and Sciences Award for Teaching Excellence, UNM.
- 2010 & 2011. Summer Research Institute participant (competitively selected) for the Racial Democracy Crime and Justice Network, The Ohio State University.
2009. Senior Fellow, Robert Wood Johnson Foundation, Center for Health Policy, UNM.
2008. Research Allocation Committee Grant (\$4,000), UNM, with Christopher Lyons.

ASSISTANT PROFESSOR KIMBERLY R. HUYSER

HIGHER EDUCATION

2010. Ph.D. Sociology, University of Texas at Austin. Dissertation: Psychological Distress among Two American Indian Tribes.
2005. M.A. Sociology, University of Texas at Austin. Thesis: Socioeconomic Achievement Outcomes and Veteran Status: Variations among American Indians, African Americans And non- Hispanic Whites.
2003. B.A. Sociology, Calvin College, Grand Rapids, MI.

APPOINTMENTS

- 2012 - Present. Assistant Professor, Department of Sociology, University of New Mexico.
- 2010-2012. Robert Wood Johnson Foundation Postdoctoral Fellow, Department of Sociology, University of New Mexico.
- 2007 – 2010. American Sociological Association Minority Fellow, Population Research Center, Department of Sociology, University of Texas at Austin.
- 2006- 2007. National Institute of Child Health and Human Development Trainee, Population Research Center, Department of Sociology, University of Texas at Austin.

AREAS OF SPECIALIZATION

Sociology of Health & Mental Health, “Race” & Ethnicity, Sociology & Demography of American Indians, and Social Stratification.

PUBLICATIONS

- Forthcoming. Huyser, Kimberly R., Jillian Medeiros Pérez, Vickie Ybarra, Julia Marin Hellwege, and Lisa Sanchez. “Differential Influence of the Great Recession on Political Participation among Race and Ethnic Groups.” *Social Science Quarterly*.
- Forthcoming. Huyser, Kimberly R., Gabriel R. Sanchez, and Edward D. Vargas. “Civic Engagement and Political Participation among American Indians and Alaska Natives in the United States.” *Politics, Groups and Identities*.
- Forthcoming. Jernigan, Valarie Blue Bird, Kimberly R. Huyser, Jimmy Valdes, and Vanessa Watts Simonds. “Food Insecurity among American Indians and Alaska Natives: A National Profile using the Current Population Survey - Food Security Supplement.” *Journal of Hunger & Environmental Nutrition*.
2015. Sheehan, Connor M., Robert A. Hummer, Brenda L. Moore, Kimberly R. Huyser, and John S. Butler. “Duty, Honor, Country, Disparity: Race/Ethnic Differences in Self-Rated Health and Disability among Veterans.” *Population Research and Policy Review*. 34(6): 785-804.
2015. Huyser, Kimberly R., Spero M. Manson, Lonnie A. Nelson, Carolyn Noonan, Yvette Roubideaux, and the Special Diabetes Program for Indians Healthy Heart Demonstration Project. “Psychological Distress and Diabetes Management among American Indians and Alaska Natives.” *Ethnicity and Disease*. 25: 145-147.
2014. Huyser, Kimberly R., Isao Takei, and Arthur Sakamoto. "Demographic Factors associated with Poverty among American Indians and Alaska Natives." *Race and Social Problems* 6(2):120-34.
2010. Huyser, Kimberly R. Arthur Sakamoto, and Isao Takei. "The Persistence of Racial Disadvantage: The Socioeconomic Attainments of Single-Race and Multi-Race Native Americans;" *Population Research and Policy Review*; 29:541-568.

2008. Dougherty, Kevin and Kimberly R. Huyser; "Racially Diverse Congregations: Organizational Identity and the Accommodation of Differences." *Journal for the Scientific Study of Religion*; 47:23-4.

COURSES TAUGHT IN THE DEPARTMENT

Undergraduate: Sociology 328, Sociology of Native Americans; Sociology 340, Sociology of Medical Practice; Sociology 381L, Sociological Data Analysis
 Graduate: Sociology 540, Medical Sociology & Health Policy

GRANTS

- 2013 – 2016. Senior Research Personnel, “Comparative Effectiveness of Health Care Delivery Systems for American Indian and Alaska Natives Using Enhanced Data Infrastructure.” (Joan O’Connell, PI). \$2,028,271, Patient Centered Outcomes Research Institute, AD-1304-6451
- 2012 – 2013. Native Investigator Development Program, University of Colorado Denver and University of Washington. Principal Investigator: Spero Manson. Grant from Native Elder Research Center and Resource Center for Minority Aging Research. (\$21,690).
- 2012 – 2014. The Great Recession: Implications for Minority and Immigrant Communities. Principal Investigators: Gabriel Sanchez. Co-Investigators: Jillian Medeiros and Kimberly R. Huyser. Grant from Russell Sage Foundation. (\$100,393).
2012. Native Investigator Development Program, University of Colorado Denver and University of Washington. Principal Investigators: Spero Manson. Grant from Native Elder Research Center and Resource Center for Minority Aging Research. (\$11,517).
- 2010 – 2012. Postdoctoral Fellow. Robert Wood Johnson Foundation Post Doctoral Fellowship. Awarded by Robert Wood Johnson Foundation Center for Health Policy at The University of New Mexico. (\$119,000).
- 2007 – 2010. American Sociological Association Minority Fellowship. Funded by a training grant sponsored by the National Institute of Mental Health. (\$62,316).
- 2007 – 2010. EDGE-SBE National Science Foundation Graduate Diversity Fellowship. The University of Texas, Austin. (\$18,452).
- 2009 – 2010. Graduate Dean’s Prestigious Fellowship Supplement, The University of Texas, Austin (\$1,000).

AWARDS AND HONORS

- 2012 – 2013. Native Investigator, Native Investigator Development Program, University of Colorado Denver and University of Washington Native Elder Research Center and Resource Center for Minority Aging Research – Aurora, CO.
- 2007 – 2010. American Sociological Association Minority Fellow, American Sociological Association, Washington,DC.
- 2003 – 2008. Navajo Nation Chief Manuelito Scholar, The Office of Navajo Nation Scholarship & Financial Assistance, Navajo Nation – Window Rock, AZ.
2007. Graduate Student Professional Development Award, Travel Award, University of Texas, Office of Graduate Studies – Austin, TX.
- 2007 – 2010. EDGE-SBE National Science Foundation Graduate Diversity Fellow. The University of Texas, Austin.
- 2009 – 2010. Graduate Dean’s Prestigious Fellowship Supplement, The Univ. of Texas, Austin.

ASSISTANT PROFESSOR AUBREY L. JACKSON

HIGHER EDUCATION

2013. PhD. Sociology, The Ohio State University. Dissertation: "Three Essays on the Protective Effects of Women's Neighborhood-Level Socioeconomic Resources on Intimate Partner Violence and Perceptions of Social Disorder."
 2008. MA. Sociology, The Ohio State University. Thesis: "Rape Law Reform: The Influence of Minority Threat, Political Context, and Feminist Strength."
 2005. BA. Psychology, Rice University.

APPOINTMENTS

- 2013-present. Assistant Professor, Department of Sociology, University of New Mexico.

AREAS OF SPECIALIZATION

- Crime, Law, and Social Control; Neighborhoods and Crime; Political Sociology; Gender Stratification.

PUBLICATIONS

2015. Browning, Christopher R. Brian Soller and Aubrey L. Jackson. "Neighborhoods and Adolescent Health-Risk Behavior: An Ecological Network Approach." *Social Science and Medicine* 125:163-172.
 2014. Jackson, Aubrey L. "State Contexts and the Criminalization of Marital Rape Across the United States." *Social Science Research*. doi:10.1016/j.ssresearch.2014.10.001
 2014. Brian Soller, Aubrey L. Jackson and Christopher R. Browning. "Legal Cynicism and Parental Appraisals of Adolescent Violence." *British Journal of Criminology* 54:568–591.
 2013. Browning, Christopher and Aubrey L. Jackson. "The Social Ecology of Public Space: Active Streets and Violent Crime in Urban Neighborhoods." *Criminology* 51:1009-1043.
 2013. Cagney, Kathleen A., Christopher R. Browning, Aubrey L. Jackson and Brian Soller. "Networks, Neighborhoods, and Institutions: An Integrated 'Activity Space' Approach for Research on Aging." Pp. 60-80 in *Perspectives on the Future of the Sociology of Aging*, edited by L. J. Waite. Washington, DC: The National Academies Press.
 2013. Jacobs, David, Pamela M. Paxton, Aubrey L. Jackson, and Chad Malone. "Murder, Political Resources, and Women's Political Success." *Social Science Research* 42:513-526.
 2010. Jacobs, David and Aubrey L. Jackson. "On the Politics of Imprisonments: A Review of Systematic Findings." *Annual Review of Law and Social Science* 6:129-49.

COURSES TAUGHT IN THE DEPARTMENT

- Undergraduate: Soc 205, "Crime, Public Policy, and the Criminal Justice System;"
 Soc 416, "Sociology of Law."
 Graduate: Soc 595, "Politics of Crime and Punishment."

AWARDS, HONORS AND GRANTS

Awards for Manuscripts

2013. Elizabeth Menaghan Award. "The Protective Effects of Women's Neighborhood Resources on the Risk of Intimate Partner Violence." Department of Sociology, The Ohio State University.
 2010. The Best Graduate Student Paper Award. "The Right to Refuse: Gender Conflict and Marital Rape Laws in the U.S." Division on Women and Crime, American Society of Criminology.

2010. The Alfred R. Lindesmith Award. "The Right to Refuse Sex: Gender Conflict and Marital Rape Laws in the U.S." Law and Society Division, Society for the Study of Social Problems.
2009. The Clyde W. Franklin Award. "Rape Law Reform: The Influence of Minority Threat, Political Context, and Feminist Strength." Department of Sociology, The Ohio State University.

Fellowships and Grants

2015. Small Grant, \$3,000. Department of Sociology, University of New Mexico.
2014. Small Grant, \$3,000. Department of Sociology, University of New Mexico.
2011. Graduate Fellowship for Ethnic Minorities, \$6,000. American Society of Criminology.
2007. Biannual Research Support Award, \$500. Department of Sociology, The Ohio State University.
2007. Graduate Student Research Award, \$1,000. Criminal Justice Research Center, The Ohio State University.
2007. AGEP/SBES Graduate Student Research Grant, \$1,000. College of Social and Behavioral Sciences, The Ohio State University.
- 2006-2007. Graduate Enrichment Fellowship, full tuition and stipend. The Ohio State University.

ASSISTANT PROFESSOR NOAH PAINTER-DAVIS

HIGHER EDUCATION

2013. Ph.D. in Sociology and Demography, Pennsylvania State University.
 2009. M.A. Crime, Law and Justice, Pennsylvania State University .
 2006. B.A., Psychology, Summa Cum Laude, Susquehanna University

ACADEMIC APPOINTMENTS

August 2013- Assistant Professor of Sociology, University of New Mexico

AREAS OF SPECIALIZATION

Racial/ethnic, gender, and age differences in crime and punishment; courts and sentencing; quantitative methods; immigration; intersection of demography and crime

PUBLICATIONS

- Forthcoming. *Painter-Davis, Noah*. "Immigration Effects on Violence Contextualized: The Role of Immigrant Destination Type and Race/Ethnicity." *Sociological Perspectives*.
 Forthcoming. Ulmer, Jeffrey T., *Noah Painter-Davis*, and Leigh Tinik. "Disproportionate Imprisonment of Black and Hispanic Males: Sentencing Discretion, Processing Outcomes, and Policy Structures." *Justice Quarterly*.
 2015. Steffensmeier, Darrell, Casey T. Harris, and *Noah Painter-Davis*. "Gender and Arrests for Larceny, Fraud, Forgery, Larceny, and Embezzlement: Conventional or Occupational Property Crime Offenders?" *Journal of Criminal Justice*. 43: 205-207.
 2015. Harris, Casey, Jeff Gruenewald, and *Noah Painter-Davis*. "Hispanic Immigration and Black Violence at the Macro-Level: Examining the Conditioning Effect of Victim Race/Ethnicity." *Sociological Forum*. 30: 62-82.
 2012. *Painter-Davis, Noah*. "Structural Disadvantage and American Indian Homicide and Robbery Offending" *Homicide Studies*. 3: 219-237.
 2012. Felson, Richard, Patrick Cundiff, and *Noah Painter-Davis*. "Age and Sexual Assault in Correctional Facilities A Blocked Opportunity Approach" *Criminology*.50: 887-911.
 2012. J. Felson, Richard, and *Noah Painter-Davis*. "Another Cost of Being a Young Black Male: Race, Weaponry, and Lethal Outcomes in Assaults." *Social Science Research*.5:1241-1253.
 2009. Harris, Casey T., Darrell Steffensmeier, Jeffery T. Ulmer, and *Noah Painter-Davis*. "Are Blacks and Hispanics Disproportionately Incarcerated Relative to Their Arrests? Racial and Ethnic Disproportionality Between Arrest and Incarceration." *Race and Social Problems* 1:187-199.

COURSES TAUGHT IN THE DEPARTMENT

Sociology 312: Causes of Crime and Delinquency; 2014-2015 Sociology 381L: Sociological Data Analysis

AWARDS AND HONORS

2013. Quantitative Methodology Certificate, Department of Sociology, Pennsylvania State University.
 2012. Co-Third Place, American Society of Criminology Gene Carte Student Paper Competition, for *Painter-Davis, Noah*. 2012. "Structural Disadvantage and American Indian Homicide and Robbery Offending." *Homicide Studies*. 3: 219-237.
 2012. First Place, Published Paper Competition, Pennsylvania State University Crime, Law and Justice Graduate Student Paper Competition, for *Painter-Davis, Noah*. 2012.

“Structural Disadvantage and American Indian Homicide and Robbery Offending.”
Homicide Studies. 3: 219-237.

2012. First Place, Pennsylvania Association of Criminal Justice Educators, Graduate Student Paper Competition, for *Painter-Davis, Noah*. 2012. “Structural Disadvantage and American Indian Homicide and Robbery Offending.” *Homicide Studies*. 3: 219-237.

GRANTS AND FUNDING

2014. Harris, Casey (PI), Jeff Gruenewald (PI), and *Noah Painter-Davis* (PI). Latino Immigration and Violence at the Macro-Level: Examining the Conditioning Effects of Offender/Arrestee and Victim Race/Ethnicity and Time. *Proposal to National Institute of Justice Data Resources Program 2013* (\$40,000), not funded.

2014 *Painter-Davis, Noah* “Judges and Judicial Decision Making in Pennsylvania.” *Proposal to University of New Mexico Sociology Small Grants* (\$3,000), funded.

ASSISTANT PROFESSOR DANIEL T. RAGAN

HIGHER EDUCATION

- 2015 Ph.D., Sociology, Pennsylvania State University
- 2009 M.S., Criminology, Florida State University
- 2005 B.A., Criminology, Indiana University of Pennsylvania

ACADEMIC APPOINTMENTS

- 2014—Assistant Professor, Department of Sociology, University of New Mexico.

AREAS OF SPECIALIZATION

- Adolescent delinquency and drug use, social networks, crime over the life course

PUBLICATIONS

- Forthcoming. Osgood, D. Wayne, Mark E. Feinberg, and Daniel T. Ragan. “Social networks and the diffusion of adolescent problem behavior: Reliable estimates of selection and influence from 6th through 9th grade. *Prevention Science*.
- 2014. Ragan, Daniel T. “Revisiting “what they think”: Adolescent drinking and the importance of peer beliefs. *Criminology*, 52(3), 488-513.
- 2014. Ragan, Daniel T., D. Wayne Osgood, and Mark E. Feinberg. “Friends as a bridge to parental influence: Implications for adolescent alcohol use. *Social Forces*, 92(3), 1061-1085.
- 2013. Osgood, D. Wayne, Daniel T. Ragan, Lacey Wallace, Scott D. Gest, Mark E. Feinberg, and James Moody. 2013. Peers and the emergence of alcohol use: Influence and selection processes in adolescent friendship networks. *Journal of Research on Adolescence*, 23(3), 500-512.
- 2013. Osgood, D. Wayne, Mark E. Feinberg, Scott D. Gest, James Moody, Daniel T. Ragan, Richard Spoth, Mark Greenberg, and Cleve Redmond. “Effects of PROSPER on the influence potential of prosocial versus antisocial youth in adolescent friendship networks. *Journal of Adolescent Health*, 53(2), 174-179.
- 2010. Ragan, Daniel T., and Kevin M. Beaver. “Chronic offenders: A life-course analysis of marijuana users. *Youth & Society*, 42(2), 174-198.

COURSES TAUGHT AT UNM

- Causes of Crime and Delinquency; Methods of Social Research (graduate).

AWARDS AND HONORS

- 2014. Second Place, Graduate Exhibition (Social & Behavioral Sciences category), Pennsylvania State University: “Changes in the effects of peer beliefs and behavior during adolescence: A longitudinal social network analysis.”
- 2014. Alumni Association Dissertation Award, Pennsylvania State University.
- 2013. RGSO Dissertation Support Grant, College of the Liberal Arts Research and Graduate Studies Office, Pennsylvania State University.
- 2013. First Place, Gene Carte Student Paper Competition, American Society of Criminology: “Revisiting ‘what they think’: Adolescent drinking and the importance of peer beliefs”
- 2013. C2LS Summer Supplement Award, Center for Life Course and Longitudinal Studies, Pennsylvania State University: “The age-graded effects of peers on adolescent alcohol use: A longitudinal social network approach.”
- 2013. Best Working Paper, Crime, Law, and Justice Graduate Student Paper Competition Pennsylvania State University: “Revisiting ‘what they think’: Adolescent drinking and the

importance of peer beliefs”

2012. Best Working Paper, Crime, Law, and Justice Graduate Student Paper Competition, Pennsylvania State University: “Friends as a bridge to parental influence: Implications for adolescent alcohol use.”

2008–09 Richard L. Rachin Fellowship, College of Criminology and Criminal Justice, Florida State University.

ASSISTANT PROFESSOR WAYNE A. SANTORO

HIGHER EDUCATION

1999. Ph.D. Sociology, The Ohio State University. Dissertation: "The Struggle for Racial Equality: Explaining the Federal Government's Response to the Civil Rights Movement."
1993. M. A. Sociology, The Ohio State University. Thesis: "The Determinants of Local Government Equal Employment and Affirmative Action Policies."
1991. B.A., Sociology, University of Illinois at Urbana-Champaign, 1984-1991.

ACADEMIC APPOINTMENTS

- 2012- present. Assistant Professor, Sociology, University of New Mexico.
- 2007- 2012. Lecturer III, Sociology, University of New Mexico.
- 2002- 2007. Assistant Professor (3/4 time), Sociology, University of Iowa; Joint appointment in the African American Studies Program, Fall 2006 to Spring 2007.
- 1999- 2002. Assistant Professor, Sociology, Vanderbilt University.

AREAS OF SPECIALIZATION

Social movements; the Civil Rights Movement; the Chicano Movement; neighborhood crime; statistical analysis.

PUBLICATIONS

Peer-Reviewed Journals

2015. Santoro, Wayne A., and Max Fitzpatrick. "'The Ballot or the Bullet': The Crisis of Victory and the Institutionalization and Radicalization of the Civil Rights Movement." *Mobilization: An International Quarterly* 20(2) (June issue).
2015. Santoro, Wayne A. "Was the Civil Rights Movement Successful? Tracking and Understanding Black Views." *Sociological Forum* 30(S1) (June issue).
2015. Santoro, Wayne A., and Marian Azab. "Arab American Protest in the Terror Decade: Macro- and Micro-Level Response to Post-9/11 Repression." *Social Problems* doi: 10.1093/socpro/spv004.
2015. Vélez, María B., Christopher J. Lyons, and Wayne A. Santoro. "The Political Context of the Percent Black-Neighborhood Violence Link: A Multilevel Analysis." *Social Problems* 62(1): 93-119.
2014. Santoro, Wayne A., and Lisa Brody. "Gendered Rioting: A General Strain Theoretical Approach." *Social Forces* 93(1): 329-354.
2013. Lyons, Christopher J., María B. Vélez, and Wayne A. Santoro. "Neighborhood Immigration, Violence, and City-Level Immigrant Political Opportunities." *American Sociological Review* 78(4): 604-632.
2012. Santoro, Wayne A., María B. Vélez, and Stacy Keogh. "Mexican American Protest, Ethnic Resiliency, and Social Capital: The Mobilization Benefits of Cross-Cutting Ties." *Social Forces* 91(1): 209-231.
2011. Price-Spratlen, Townsend, and Wayne A. Santoro. "Neighborhood Disorder and Individual Community Capacity: How Incivilities Inform Three Domains of Psychosocial Assessment." *Sociological Spectrum* 31(5): 579-605.
2011. Santoro, Wayne A., and Gary M. Segura. "Generational Status and Mexican American Political-Participation: The Benefits and Limitations of Assimilation." *Political Research Quarterly* 64(1): 172-184.
2008. Santoro, Wayne A. "The Civil Rights Movement and the Right to Vote: Black Protest,

- Segregationist Violence, and the Audience.” *Social Forces* 86(4): 1391-1414.
2002. Santoro, Wayne A. “The Civil Rights Movement’s Struggle for Fair Employment: A ‘Dramatic Events - Conventional Politics’ Model.” *Social Forces* 81(1): 177-206.
1999. Santoro, Wayne A. “Conventional Politics Takes Center Stage: The Latino Struggle Against English-Only Laws.” *Social Forces* 77(3): 887-909.
1997. Santoro, Wayne A., and Gail M. McGuire. “Social Movement Insiders: The Impact of Institutional Activists on Affirmative Action and Comparable Worth Policies.” *Social Problems* 44(4): 503-519.
1995. Santoro, Wayne A. “Black Politics and Employment Policies: The Determinants of Local Government Affirmative Action.” *Social Science Quarterly* 76(4): 794-806.

Non-Refereed

2014. Arne L. Kalleberg, Lisa Broidy, and Wayne Santoro. “Race Relations in America and the Case of Ferguson.” A guest blog for the Oxford University Press’s Academic Insights for the Thinking World. <http://blog.oup.com/2014/10/race-relations-ferguson-michael-brown/>
2013. Lyons, Christopher J., María B. Vélez, and Wayne A. Santoro. “The Protective Influence of Neighborhood Immigration on Violence is Strongest in Cities that are More Open to Immigrants.” A guest blog for The London School of Economics and Political Science, USAPP, American Politics and Policy. <http://blogs.lse.ac.uk/usappblog/2013/10/15/cities-that-are-more-open-to-immigrants-have-lower-levels-of-neighborhood-violence/>

COURSES TAUGHT IN THE DEPARTMENT

Undergraduate: Introduction to Sociology, Race and Ethnicity, Social Movements, Social Stratification, Research Methods, Statistical Data Analysis, Honor’s Research Seminar.
Graduate: Social Movements

GRANTS

2003. University of Iowa Obermann Center for Advanced Studies Interdisciplinary Research Grant, with co-PI Gary M. Segura, July \$6,000.

ASSISTANT PROFESSOR BRIAN SOLLER

HIGHER EDUCATION

- 2013 Ph.D., Sociology, The Ohio State University.
 Dissertation: Three Essays on the Cultural Context of Adolescent Romantic Relationships and Sexual Behavior.
 2008 M.A., Sociology, California State University East Bay.
 2005 B.A., Sociology, Saint Mary's College of California.

APPOINTMENTS

- 2013– Assistant Professor of Sociology, University of New Mexico.
 2013– Senior Fellow, UNM Robert Wood Johnson Center for Health Policy.
 2005–10 Research Associate, Prevention Research Center, Berkeley, CA.

AREAS OF SPECIALIZATION

Health and medical; crime and social control; social networks.

PUBLICATIONS

Peer Review Articles

2015. Soller, Brian. 2015. "I Did Not Do It My Way: Peer Contexts and Relationship Inauthenticity." Forthcoming in *Sociological Perspectives*.
2015. Browning, Christopher R., Brian Soller, and Aubrey L. Jackson. "Neighborhoods and adolescent health risk behavior: An ecological network approach." *Social Science & Medicine*.
2014. Haynie, Dana L., Nathan Doogan, and Brian Soller. "Gender, friendship networks, and delinquency: A dynamic network approach." Forthcoming in *Criminology*.
2014. Browning, Christopher R., Brian Soller, and Aubrey L. Jackson. "Neighborhoods and adolescent health risk behavior: An ecological network approach." Forthcoming in *Social Science & Medicine*.
2014. Soller, Brian, Aubrey L. Jackson, and Christopher R. Browning. "Legal cynicism and parental assessments of adolescent violence." *British Journal of Criminology* 54: 568–591.
2014. Browning, Christopher R. and Brian Soller. "Moving beyond neighborhood: Activity spaces and ecological networks." *Cityscape* 16:165–196.
2014. Haynie, Dana L., Brian Soller, and Kristi Williams. "Anticipating early fatality: Individual, peer, and school level fatality and adolescent risky behaviors." *Journal of Youth and Adolescence* 43:175–192.
2014. Soller, Brian. "Caught in a bad romance: Adolescent romantic relationships and mental health." *Journal of Health and Social Behavior* 55:56–72.
2013. Soller, Brian and Dana L. Haynie. "Structuring the future: Social networks, anticipated life events, and adolescent sexual behavior." *Sociological Inquiry* 83:537–569.
2013. Browning, Christopher R., Brian Soller, Margo Gardner, and Jeanne Brooks-Gunn. "'Feeling Disorder' as a Comparative and Contingent Process: Gender, Neighborhood Conditions, and Adolescent Mental Health." *Journal of Health and Social Behavior* 54:296–314.
2011. Lee, Juliet P., Robynn Battle, Brian Soller, and Naomi Brandes. "Thizzin'—Ecstasy use contexts and emergent social meanings." *Addiction Research and Theory* 19:528–541.
- 2010 Lee, Juliet P., Robynn Battle, Rob Lipton, and Brian Soller. "Smoking: Use of cigarettes, Cigars, and blunts among Southeast Asian youth and young adults" *Health Education*

Research 25:83–96.

2010. Soller, Brian and Juliet P. Lee. “Drug intake methods and social identity: The use of marijuana in blunts among Southeast Asian adolescents and emerging adults.” *Journal of Adolescent Research* 25:783–806.

Additional Publications

2014. Haynie, Dana L. and Brian Soller. “A Social Network Theory of Female Delinquency.” *In Sisters In Crime Revisited: Bringing Gender Into Criminology—A Volume in Honor of Freda Adler*. Francis T. Cullen, Pamela Wilcox, Jennifer L. Lux, and Cheryl Lero Jonson, Editors. New York: Oxford University Press.
2014. Soller, Brian, and Christopher R. Browning. “Neighborhood effects and social networks.” *In The Encyclopedia of Criminology and Criminal Justice*. Gerben Bruinsma and David Weisburd, Editors. New York: Springer.
- 2012 Cagney, Kathleen A., Christopher R. Browning, Aubrey L. Jackson and Brian Soller. “Social network, neighborhood, and institutional effects in aging research: An integrated ‘activity space’ approach to examining social context.” *In Perspectives on the Future of the Sociology of Aging*. Linda J. Waite, Editor. Washington, DC: The National Academies Press.

COURSES TAUGHT IN THE DEPARTMENT

- Sociology 581 Advanced Social Statistics I. Sociology 425 Life Course Criminology
Sociology 418 Social Networks and Crime.

AWARDS AND HONORS

2013. Frank Mott Award for Outstanding Graduate Student Research on Population and Health, Department of Sociology, Ohio State University.
2013. 1st Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Sexual Behavior, Politics, and Communities Division.
2012. Student Travel Grant, Complex Systems Working Group, Ohio State University.
2011. Outstanding Doctoral Student, Department of Sociology, Ohio State University.
2011. Survey Research Fellowship, School of Behavioral and Social Sciences, Ohio State University.
2011. Chancellor’s Doctoral Incentive Program Mini-Grant, California State University.
2011. 1st Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Sexual Behavior, Politics, and Communities Division.
2011. Clyde W. Franklin Award for Outstanding Graduate Student Research on Race or Gender, The Ohio State University, Department of Sociology.
2011. Chancellor’s Doctoral Incentive Program Mini-Grant, California State University.
2011. Summer Methods Training Grant, Department of Sociology, Ohio State University.
2011. AGEP-SBES Graduate Student Research Grant, Social & Behavioral Sciences, Ohio State University.
2009. The Honor Society of Phi Kappa Phi, Ohio State University.
2009. Chancellor’s Doctoral Incentive Program Mini-Grant, California State University.
2008. Graduate Enrichment Fellowship, Ohio State University.
2008. Mary Harrington Outstanding Thesis Award, California State University East Bay, College of Letters, Arts, and Social Sciences.
2008. APGS Student Research Grant, California State University, East Bay.
2008. Staff Development Award, Pacific Institute for Research and Evaluation.

ASSISTANT PROFESSOR REUBEN J. THOMAS

HIGHER EDUCATION

2009. PhD, Sociology, Stanford University.
 Dissertation: "Geographic Mobility & Homophily"
 2002. MA, Sociology, Stanford University.
 1996. BA in Philosophy (minor in Psychology), Northwestern University,

ACADEMIC APPOINTMENTS

- 2014 – present. Assistant Professor, Department of Sociology, University of New Mexico.
 2009 – 2014. Assistant Professor, Department of Sociology, The City College of The City University of New York,

AREAS OF SPECIALIZATION

Social Networks, Interpersonal Relationships, Segregation\Homophily, Race & Ethnicity, Gender, Family, Friendship, Stratification, Quantitative Methods

PUBLICATIONS

2014. McFarland, Daniel, James Moody, Jeff A. Smith, David Diehl and Reuben J. Thomas. "Network Ecology and Adolescent Social Structure." *American Sociological Review* 79,6:1088-121.
 2014. Thomas, Reuben J. "Online Dating Can Change The World, But So Far It Hasn't." *Issues: Understanding Controversy and Society*. ABC-CLIO, 2014. Web. 16 Sept. 2014.
 2013. Thomas, Reuben J. and Noah P. Mark. "Population Size, Network Density, and the Emergence of Inherited Inequality." *Social Forces* 92,2:521-44.
 2012. Rosenfeld, Michael J. and Reuben J. Thomas. "Searching for a Mate: The Rise of the Internet as a Social Intermediary." *American Sociological Review* 77,4:523-47.
 2011 and 2014. Rosenfeld, Michael J., Reuben J. Thomas, and Maja Falcon. "How Couples Meet and Stay Together, Waves 1, 2, and 3: Public version 3.04, plus wave 4 supplement version 1.02 [Computer files]. Stanford, CA: Stanford University Libraries.
 2010. Thomas, Reuben J. and Daniel A McFarland. "Joining Young, Voting Young: The Effects of Youth Voluntary Associations on Early Adult Voting." Working Paper No. 73, The Center for Information & Research on Civic Learning & Engagement (CIRCLE), Tufts University, Medford, MA.
 2006. McFarland, Daniel A. and Reuben J. Thomas. "Bowling Young: How Youth Voluntary Associations Influence Adult Political Participation." *American Sociological Review* 71,3:401-25.
 2006. England, Paula and Reuben J. Thomas. "The Decline of the Date and the Rise of the College Hook Up." in Arlene Skolnick and Jerome Skolnick (ed.) *Family in Transition*. Boston: Allyn and Bacon. Reprinted 2009 in Susan J. Ferguson (ed.) *Mapping the Social Landscape: Readings in Sociology*. New York: McGraw Hill.

COURSES TAUGHT IN THE DEPARTMENT

Couples, Family and Friendship; Advanced Social Statistics I (Graduate); Advanced Social Statistics II (Graduate), Fall 2014

GRANTS

2012. (consultant) "A Longitudinal Study of the Impact of Social Networks and the Internet on Relationship Formation and Relationship Stability," National Science Foundation SES-1153867, Michael Rosenfeld, Principal Investigator, \$199,284.

2008. (consultant) "A Longitudinal Study of the Impact of Social Networks and the Internet on Relationship Formation," National Science Foundation SES 0751977, Michael Rosenfeld, Principal Investigator, \$239,911.
2007. "Geographic Mobility & Homophily." Stanford University, School of Humanities & Sciences Graduate Research Opportunities Funds. June, \$4,800 for data collection.
2006. "Bowling Young II: How Youth Voluntary Associations Affect Voting in Early Adulthood." The Center for Information & Research on Civic Learning & Engagement (CIRCLE), at the University of Maryland. June \$10,050 for one quarter of support.

ASSISTANT PROFESSOR HAROLD TORO-TULLA

HIGHER EDUCATION

2007. PhD. Sociology, University of California, Berkeley
 Dissertation: "Economic Development and Labor Market Inequality in Puerto Rico"
 1998. M.A., Sociology, University of California, Berkeley
 1991. B.A., Sociology, Harverford College

APPOINTMENTS

- 2013-present. Assistant Professor, Sociology, University of New Mexico
 2008-2012. Research Director, Center for the New Economy, Puerto rico

AREAS OF SPECIALIZATION

Social Stratification, Economic Sociology, Latin America, Latin American Development and Modernization, Social Theory, Sociology of Education, Migration

PUBLICATIONS

2014. Harold J. Toro. "Economic Change and Occupational Stasis: Puerto Rico as a Case Study of Social Stratification and Development." In *Social Stratification and Mobility* .
 2015. Harold J. Toro. "Cohorts, and Socioeconomic Background as determinants of Occupational Attainment over the course of Mexico's Economic Development." In *Social Mobility in Mexico 2006-2011*, Edited by: Centro Espinoza Yglesias, D.F. México Summer.
 2012. Andrew Penner, Harold J. Toro-Tulla, and Matt L. Huffman. "Do Women Managers Ameliorate Gender Differences in Wages: Evidence from a Large Grocery Retailer." In *Sociological Perspectives*.
 2010. Andrew Penner, and Harold J. Toro-Tulla. "Women in Power and Gender Wage Inequality: The Case of Small Businesses." In *Gender and Sexuality in the Workplace*. Edited by Christine Williams. University of Texas Press (2010).
 2007. Bobonis, Gustavo, and Harold J. Toro-Tulla. "Modern Colonization and Its Consequences: The Effects of U.S. Educational Policy on Puerto Rico's Educational Stratification, 1897-1910." In *Caribbean Studies Journal*.

RECENT AWARDS, HONORS AND GRANTS

2014. Tinker Research Grant, Sociology Department, University of New Mexico.
 2013. Robert Wood Johnson Post-doctoral Fellowship, University of New Mexico.
 2001. Fellowship, Institute of Industrial Relations—Center for Labor Research and Employment, Berkeley.
 1995. Pre-Mellon Graduate Award, Sociology Department, University of California, Berkeley.
 1993. Graduate Opportunity Fellowship, University of California, Berkeley.

ASSISTANT PROFESSOR OWEN WHOOLEY

HIGHER EDUCATION

2010. Ph.D. Sociology, New York University, New York, NY. Dissertation: Cholera and Quacks: The Epistemic Contest over Medical Knowledge in the Nineteenth Century United States.
2004. MA. Sociology, Boston College, Chestnut Hill, MA
2002. BA. History and Sociology (Summa Cum Laude, Phi Beta Kappa)

ACADEMIC APPOINTMENTS

- 2012 –Present. Assistant Professor, Department of Sociology, University of New Mexico; Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy Faculty, Combined BA/MD Program.
- 2010-2012. Postdoctoral Fellow, NIMH Postdoctoral Trainee in Mental Health Services Research, Rutgers University, Institute for Health, Health Care Policy, and Aging Research.

AREAS OF SPECIALIZATION

Sociology of Health and Illness; Sociology of Knowledge; Social Movements; Sociology of Mental Health; Sociology of Professions; Social Theory

PUBLICATIONS

Books

2013. Whooley, Owen. *Knowledge in the Time of Cholera: The Struggle over American Medicine in the Nineteenth Century*. University of Chicago Press.

Peer-Reviewed Journal Articles

2016. Smith, Tyson and Owen Whooley. “‘Dropping the ‘Disorder’ in PTSD”, *Contexts Magazine*, 14(4):38-43.
2014. Whooley, Owen. “Nosological Reflections: The Failure of DSM-5, the Emergence of RDoC, and the Decontextualization of Mental Distress,” *Society and Mental Health*, 4(2):92-110.
2012. Whooley, Owen. “Useful for Whom? Clinicians, Researchers, and DSM’s Many-Sided Nature,” *Philosophy, Ethics, and Humanities in Medicine*, 7:15-17.
2010. Whooley, Owen. “Organization Formation as Epistemic Practice: The Early Epistemological Function of the American Medical Association,” *Qualitative Sociology, Special Issue on Knowledge and Practice*, 33(4):491-511.
2010. Whooley, Owen. “Diagnostic Ambivalence: Psychiatric Workarounds and the Diagnostic and Statistical Manual of Mental Disorders,” *Sociology of Health & Illness*, 32(3): 452-469.
2008. Whooley, Owen. “Objectivity and its Discontents: Knowledge Advocacy in the Sally Hemings Controversy,” *Social Forces*, 86(4): 1367-1390.
2006. Whooley, Owen. “The Political Work of Narratives: A Dialogic Analysis of Two Slave Narratives,” *Narrative Inquiry*, 16(2):295-318.
2004. Whooley, Owen. “Locating Masterframes in History: The Religious Masterframe of the Abolition Movement and its Influence on Movement Trajectory,” *Journal of Historical Sociology*, 17 (4): 490-516.
2004. Shandra, John M., Bruce London, Owen P. Whooley, and John B. Williamson. “International Non-Governmental Organizations, Grassroots Movements, and Carbon Dioxide Emissions: A Quantitative, Cross-National Analysis of Less Developed Countries,”

Sociological Inquiry, 74 (4): 520-545.

Chapters in Edited Volumes

2015. Whooley, Owen and Allan V. Horwitz. "The Paradox of Professional Success: Grand Ambition, Furious Resistance, and the Derailment of the DSM-5 Revision Process," in *Making the DSM-5: Concepts and Controversies*, edited by Joel Paris and James Phillips. New York: Springer: 75-94.

Other Published Writing

2015. Horwitz, Ruth, Jennings, Jennifer, and Whooley, Owen. Forthcoming. "Medical Sociology," in J. Manza, R. arum and L. Haney (eds.) *The Sociology Project*. Upper Saddle River, NJ: Pearson Higher Education.

2014. Whooley, Owen. "Diagnostic and Statistical Manual of Mental Disorders (DSM)." In William C. Cockerham (Editor-in-Chief), Robert Dingwall (Co-Editor) and Stella R. Quah (Co-Editor). *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior, and Society*. Hoboken, NJ: Wiley-Blackwell Publishing: 381-384.

COURSES TAUGHT IN THE DEPARTMENT

HMHV-101: The Social Contours of Health; SOC- 340: Sociology of Medical Practice; SOC-418: Sociology of Madness; SOC-507: Knowledge and Power.

SOC-513: Constructing and Analyzing Contemporary Sociological Theory

AWARDS, HONORS AND GRANTS

2014. EU Research Grant, Department of Sociology, University of New Mexico

2010-2012. National Institute of Mental Health Postdoctoral Training Fellowship in Health Services Research

2010. Hacker Mullins Graduate Student Paper Award, Science, Knowledge and Technology (SKAT) Section of the American Sociological Association.

2009-2010. Dean's Dissertation Writing Fellowship, New York University.

2008. National Science Foundation Doctoral Dissertation Research Improvement Grant, Science, Technology, and Society Program (#0822913).

2007. Graduate School of Arts and Sciences Summer Predoctoral Fellowship, New York University.

2004 – 2009. MacCracken Doctoral Fellowship, New York University

2002-2004. Graduate School of Arts and Sciences Service Fellowship, Boston College

2002. John K. Zeender Prize for Outstanding Thesis in History, Catholic University.

VISITING PROFESSOR SELINA ROSA GALLO-CRUZ

HIGHER EDUCATION

- 2012 PhD Sociology, Emory University
- 2010 M.A. Sociology, Emory University
- 2006 B.A., Sociology, Wellesley College. Cum Laude, Departmental Honors

ACADEMIC APPOINTMENTS

- 2013- Assistant Professor, College of the Holy Cross
- 2012-2013 Visiting Assistant Professor, Emory University
- 2012 Instructor, Agnes Scott College
- 2012 Instructor, University of Wisconsin-Milwaukee

AREAS OF SPECIALIZATION

- Culture, Gender, Global Change, NGOs, Nonviolence, Methods, Social Movements, Social Theory

PUBLICATIONS

Journal Articles

- 2014. Gallo-Cruz, Selina. Forthcoming. "The Insufficient Imagery of Top Down, Bottom Up In Global Analysis." *Rutgers Journal of Sociology*, Special Issue on "Knowledge in Contention".
- 2012. Gallo-Cruz, Selina.. "Organizing Global Nonviolence: The Growth and Spread of Nonviolent INGOs, 1948-2003" *Research in Social Movements, Conflict, and Change*, Volume 34 (December).
- 2012. Gallo-Cruz, Selina. "Negotiating the Lines of Contention: Counterframing and Boundary-work in the School of the Americas Debate" *Sociological Forum* 27 (1).
- 2011. Gallo-Cruz, Selina and Markella Rutherford. "Great Expectations: Legitimacy and Emotion among Out of Hospital Midwives" *Social Theory and Health* 9: 275-301.
- 2009. Markella Rutherford and Selina Gallo-Cruz. "Selling Birth: Rationalization, Reenchantment, and the Ideal of Natural Birth in Hospitals' Marketing of Maternity Care," in Susan M. Chambre and Melinda Goldner, eds., *Advances in Medical Sociology*, vol. 10. Bingley: Emerald. Excerpts reprinted in pedagogical guide to software analysis, Chapter 8, "Buying birth: consumption and the ideal of natural birth", in Silvana DiGregorio and Judith Davidson, *Qualitative Research Design for Software Users*, New York: Open University Press.

Book Chapters

- 2013. Gallo-Cruz, Selina. "Cleansing Our Hands of the Dirty War: The Colombian Domestication of Human Rights." In Pertti Alasuutaari and Ali Qadir eds., *National Policy Making: Domestication of Global Trends*, Routledge.
- 2011. Boli, John, Selina Gallo-Cruz, and Matthew Mathias. "World Polity Theory," in Robert A. Denemark, editor, *The International Studies Compendium*, Oxford: Blackwell Publishing Ltd.

Other Publications

- 2014. Gallo-Cruz, Selina. "Creating Space for Women in India's Ekta Parishad" Interview Blog Entry, *Waging Nonviolence*, <http://wagingnonviolence.org/2014/08/creating-space-women-indias-ekta-parishad/>
- 2014. Gallo-Cruz, Selina. Forthcoming "Nonviolent Civil Disobedience"

- Encyclopedia Entry for The Encyclopedia of Diversity and Social Justice, ed. Sherwood Thompson, Rowman and Littlefield Inc.
2011. Gallo-Cruz, Selina. "Global Nonviolence." In George Ritzer, ed., *The Encyclopedia of Globalization*. Oxford: Wiley Blackwell.
2011. Gallo-Cruz, Selina. "Emory Campus Arrests Galvanize University-wide Opposition to Labor Policies" News Report for Waging Nonviolence, <http://wagingnonviolence.org/feature/emory-campus-arrests-galvanize-university-wide-opposition-to-labor-policies/>
2011. Boli, John, Selina Gallo-Cruz, and Matthew Mathias. "World Polity Theory Bibliography": <http://worldpolity.files.wordpress.com/2009/09/world-society-polity-bibliography-1-sept-09.pdf>.
2009. Gallo-Cruz, Selina. "Midwifery and Medicalization," in Kimberly P. Brackett, ed, *Battleground Families: Encyclopedia of Current Controversies in Families*. Westport: Greenwood Publishing Group.

HONORS AND AWARDS & GRANTS

2014. National Science Foundation, "Mobility Strategies among Middle Class Latino Immigrants in the New South". \$400,000. Co-Investigator with Irene Browne and Belisa Gonzalez.
- 2012 University of Wisconsin-Milwaukee Research Associate Fellow
- 2011-2012 American Sociological Association Minority Dissertation Fellow, Sponsored by Sociologists for Women in Society
- 2006-2011 Diversity Fellow, Graduate Department in Sociology, Emory University
- 2009 Piedmont Fellow, Sustainability in Curriculum Development, Emory University
- 2009 Emory European Studies Seminar Selected Fellow, Emory University (Declined)
- 2006 Phi Beta Kappa, Wellesley College, Wellesley, MA
- 2006 Alpha Kappa Delta Award for Distinction in Sociology, Wellesley College
- 2006 Selected for Honors Thesis, Wellesley College
- 2004 Hispanic Scholarship Fund, Academic Award

VISITING PROFESSOR RAQUEL Z. RIVERA

EDUCATION

2000. Ph.D. Sociology. Graduate School of the City University of New York. Dissertation: *New York Ricans from the Hip Hop Zone: Between Blackness and Latinidad.*
1996. M.A. Centro de Estudios Avanzados de Puerto Rico y el Caribe, San Juan, PR
Concentration: Puerto Rican Studies. Thesis: *Para rapear en puertorriqueño: discurso y política cultural.*
1992. B.A. Brown University. Honors Thesis: *National Development in the Political Thought of Pedro Albizu Campos.*

PROFESSIONAL EXPERIENCE

- 2013 – present. Visiting Scholar, Department of Sociology, University of New Mexico.
- 2009 – present Independent scholar and artist.
- 2006 – 2009 Researcher, Center for Puerto Rican Studies, Hunter College.
2006. Adjunct Professor, Center for the Study of Ethnicity and Race, Columbia University.

AREAS OF SPECIALIZATION

Popular Music and Culture; Caribbean, Latino, Africana and Latin American Studies; Race and Ethnic Studies; Diaspora Studies.

PUBLICATIONS

Book

2003. Rivera, R. Z. *New York Ricans from the Hip Hop Zone.* New York: Palgrave Macmillan.

Edited Books

2009. Rivera, R.Z., Wayne Marshall, and Deborah Pacini Hernandez, eds. *Reggaeton.* Durham, North Carolina: Duke University Press.

Recent Articles and Chapters

- Forthcoming. Rivera, R.Z. "John Donald Robb's Imperative to Collect: Towards an Archival Ethnography of the Robb Archive for Southwestern Music." *Latin American Music Review.*
2012. Rivera, R.Z. "New York Afro-Puerto Rican and Afro-Dominican Roots Music: Liberation Mythologies and Overlapping Diasporas." *Black Music Research Journal* 32, 2 (Fall): 3-24.
2011. Marshall, Wayne, Raquel Z. Rivera and Deborah Pacini Hernandez. "Os circuitos sócio-sônicos do reggaeton." Pp. 125-141 in *Nas bordas e fora do mainstream musical: Novas tendências da música independente no início do século XXI*, ed. Micael Herschmann. São Paulo, Brazil: Estação das Letras e Cores Editora.
2011. Rivera, Raquel Z. "Butta Pecan Mamis: Chocolaté Calienté." Pp. 419-434 in *That's the Joint!: The Hip-Hop Studies Reader*, ed. Murray Forman and Mark Anthony Neal. New York, NY: Routledge.
2010. Rivera, R.Z. "New York Bomba: Puerto Ricans, Dominicans and a Bridge Called Haiti." Pp. 178-199 in *Rhythms of the Atlantic World*, ed. Ifeoma C.K. Nwankwo and Mamadou Diouf. Ann Arbor, MI: University of Michigan Press.
2010. Rivera, R.Z. "Bomba puertorriqueña y palos dominicanos en Nueva York: de diásporas y mitologías de la liberación." *Boletín Música: Revista de Música Latinoamericana y Caribeña* 26: 3-26.
2010. Marshall, Wayne, Raquel Z. Rivera and Deborah Pacini Hernandez (2010). "Los circuitos socio-sónicos del reggaeton." *TRANS: Revista Transcultural de Música* 14.

2010. Rivera, Raquel Z. (2010). "Ghettocentricity, Blackness and Pan-Latinidad." Pp. 373-386 in *The Afro-Latin@ Reader: History and Culture in the United States*, ed. Miriam Jiménez Román and Juan Flores. Durham, NC: Duke University Press.
2009. Rivera, R.Z. "Policing Morality, Mano Dura Stylee: The Case of Underground Rap and Reggae in Puerto Rico in the Mid-1990s." Pp. 111-134 in *Reggaeton*, ed. R.Z. Rivera, W. Marshall and D. Pacini Hernandez. Durham, North Carolina: Duke University Press.
2009. Marshall, Wayne, R.Z. Rivera and Deborah Pacini Hernandez. "Reggaeton's Socio-Sonic Circuitry." Pp. 1-16 in *Reggaeton*, ed. R.Z. Rivera, W. Marshall and D. Pacini Hernandez. Durham, North Carolina: Duke University Press.
2009. Negrón-Muntaner, Frances and R.Z. Rivera (2009). "Nación Reggaetón." *Nueva Sociedad*, 223 (September-October): 29-38.
2008. Rivera, R.Z. "Multimedia Review of Hip-Hop: Beyond Beats & Rhymes and Dreamworlds 3: Desire, Sex & Power in Music Video." *Journal of the Society for American Music*, 2, 3 (August): 451-453.
2008. Rivera, R.Z. "Reggaeton, Gender, Blogging and Pedagogy," *Latino Studies*, 6, (August): 327-338.
2007. Negrón-Muntaner, Frances and R.Z. Rivera (2007). "Reggaeton Nation." *NACLA Report on the Americas*, 40, 6 (November/December): 35-39.
2007. Rivera, R.Z. "Between Blackness and Latinidad in the Hip Hop Zone." Pp. 351-362 in *A Companion to Latina/o Studies*, ed. Juan Flores and Renato Rosaldo. Malden, Massachusetts: Blackwell Publishing.
2007. Rivera, R.Z. "Will the 'Real' Puerto Rican Culture Please Stand Up?: Thoughts On Cultural Nationalism." Pp. 219-233 in *None of the Above: Puerto Ricans in the Global Era*, ed. Frances Negrón-Muntaner. New York: Palgrave Macmillan.
2005. Rivera, R.Z. "El hip hop y el Nueva York boricua: reflexiones sobre música y baile." *Resonancias*, Institute of Puerto Rican Culture, 5, 9: 6-12.
2004. Rivera, R.Z. (2004). "Entrevista a Tego Calderón." *Centro Journal*, Center for Puerto Rican Studies, XVI, 2: 272-281.
2003. Rivera, R.Z. "Hip hop: reflexiones desde el Nueva York caribeño." *Boletín Música*, Casa de las Américas, no. 11-12: 85-88.

HONORS, GRANTS AND AWARDS

- 2015 Artist residency, National Performance Network Residency Program and the Outpost Performance Space, Albuquerque, New Mexico.
- 2014 Small Grant Recipient (as part of Young Women United's research collective) Con Alma Health Foundation, Santa Fe, NM.
- 2014 Fund for the Arts Grant, National Association of Latino Arts and Cultures, San Antonio, Texas.
- 2013 Manhattan Community Arts Fund Grant, Lower Manhattan Cultural Council, New York.
- 2012 Research Grant, Center for Southwest Research, University of New Mexico.
- 2012 Research Grant, UNM John Donald Robb Musical Trust, University of New Mexico.

Section VII: Criterion 6. Resources and Planning

6A. How the unit engages in resource allocation and planning (*the Department's own allocation and planning for resource use, and whether "the unit has sufficient resources and institutional support to carry out its mission and achieve its goals"*).

The Department of Sociology benefits from the support of New Mexico taxpayers and state legislators, who fund higher education as generously as anywhere in the country per capita. However, because the resulting dollars are spread across a large number of institutions (about 18, not counting branch campuses) in a thinly populated state, and the fact that taxpayer dollars are greatly reduced at this particular time, that generosity goes a limited distance. We would describe current funding as *minimally adequate* in general and *woefully inadequate* in at least three areas.

"Minimally adequate" is fitting for a department with approximately 1,200 majors (sociology and criminology combined) at any given time, a huge undergraduate teaching profile, and a thriving research agenda befitting a flagship research university that has rapidly enabled us to gain prominence on the national scene. That is, we have been able to sustain a strong department despite severe funding limitations. However, with recent retirements we are down to 20 faculty members; by utilizing our teaching commitments very strategically and moving to ever-larger class sizes (now sometimes 90 or more even in 400 level courses), we have been able to sustain our curricular commitments and indeed strengthen our undergraduate majors significantly in recent years. However, that exists in constant tension with the time needed for continuing to build our national research profile and contribute to UNM's strategic priorities; we have done so only with heroic teaching and service efforts from dedicated faculty, staff, and by drawing extensively on doctoral students to support our teaching commitments. We are completely committed to continuing on that trajectory, but we would be remiss if we failed to flag the ways that current funding has become an obstacle to our mission.

We first describe how we allocate resources and plan for their efficient use; then describe areas where new funding remains urgent.

Resource allocation and efficient planning:

The most critical resources on which the Department draws are faculty time and I&G (tuition and state revenues) funding. Most of the operational budget is regulated by the College of Arts & Sciences.

We resist any tendencies toward a community college model of massive teaching and a university model of just counting publications. We focus instead, on actual intellectual judgment and review of one another's work, in search of excellence in teaching and research. Ultimately, fostering faculty research and creativity absolutely requires an environment of freedom and flexibility that must not be over-managed. But we have also embraced the need to consciously and systematically plan and allocate faculty time in a way that reflects our location within a flagship research university, i.e. in a way that protects time for creative and rigorous faculty research that contributes to the advancement of sociological knowledge, societal self-understanding, and the development of New Mexico's diverse communities (and the graduate student mentorship associated with that commitment). With support (and sometimes prodding)

from the college and provost levels of the University, we now use the ‘outcomes assessment’ process and careful “just in time” monitoring of course enrollments to assure our faculty resources are being used effectively. Thus, we are increasingly reflective as a collectivity about whether our curriculum and pedagogy are effectively fostering student learning:

- we discuss our curriculum more regularly, in part based on empirical data generated through outcomes assessment; we assess pedagogy more routinely (this includes in specific groups such as those instructors teaching 101 or 216, those teaching in particular areas such as criminology or medical sociology, as well as whole-faculty discussions of overall curriculum);
- we manage course offerings more assertively in order to maximize the impact of faculty (as opposed to part time instructors and others) on student learning;
- we have taken specific action (such as narrowing our curricular offerings in order to assure that students spend more of their time in front of tenure-track faculty); and
- we very carefully manage section offerings and class caps in order to maximize the number of students served by those courses we offer.

We believe these steps have significantly increased the rigor of the actual experience of most undergraduate students within our curriculum while preserving our position as one of the most cost-efficient teaching operations in the University. At the same time, we think we can improve in this regard, in particular by extending “peer observations” of teaching to our adjunct faculty and by better mentoring early-career graduate students into the classroom (the latter of which we are already moving to do).

Planning for the efficient use of faculty resources has been advanced particularly well by our Criminology faculty, who led the way in thinking more systematically about curricular planning; and by our Undergraduate Committee, whose members helped apply that thinking more widely within the overall Sociology curriculum. To build on this momentum, we are now moving to even more systematically get all faculty members into the core required course sequence for undergraduates. We are also exploring whether we can expand online course offerings or hybrid course offerings in ways that use faculty time efficiently but also produce fully commensurate student learning (for example by offering more of our core methods sequence online or partially online).

None of these choices have been without trade-offs: Faculty now offer fewer small seminar courses—which sometimes are seen as “boutique” classes yet when taught well are crucial in that they offer a more intensive and interpersonal class environment that is important for the high-end intellectual development of undergraduates. Faculty now teach much larger courses, which undercuts our ability to require the amount of research-based writing that students do, the degree to which faculty can require multiple iterations of written assignments, and other ‘soft’ and hard-to-measure dimensions of education that matter for students’ experience. We continue to push forward in these efforts, but do think we have taken them about as far as we can without undercutting the learning experience of undergraduates—and ultimately the value of their degrees and the depth and quality of what they contribute to New Mexican society.

All of the above applies in parallel ways to our fiscal/budgetary planning. The Department sustained significant budget cuts during the budget crisis of 2009-2011 and subsequently. In

response, we have moved to use our I&G funds (essentially state allocations and tuition dollars) ever more efficiently, narrowing our use of part time instructors, expanding course enrollments as above, combining staff lines, recently eliminating most office telephones in order to use that money to support faculty research & conference travel, etc. We photocopy far less, and in conversation with the College of Arts & Sciences utilize funds for part time instruction, intersession, and summer courses much more carefully, focusing them on courses with significant enrollments that clearly contribute to students' progress toward degrees. These decisions are made primarily by the chair in dialogue with the Executive Committee (meeting monthly), the Departmental Administrator (meeting weekly), the College (meeting more than monthly), and with the full faculty regarding overall approach to budget management strategy.

Nearly all of our I&G budget (nearly 99% of it) is tied up in faculty, staff, and graduate student salaries, which we already use in highly efficient ways and thus have markedly limited control over or flexibility to adjust. Given our enormously high student:teacher ratio, we will not cannibalize faculty lines in order to fund other needs (see below). Instead, in recent years we have taken two strategic steps to buttress the fiscal underpinnings of our academic mission. First and most substantially, we made the decision several years ago to “spend down” our fiscal reserves in strategic ways—particularly to fund faculty and graduate student research and to support critical infrastructure, technology, and student advising needs. This was the right choice (in part because these reserves had become vulnerable to ‘poaching’ and critique from the board of regents), but have carried that strategy nearly to its limits: Our reserves have dwindled markedly and now will only minimally protect us in the event of another round of budget cuts. Second, we have striven to expand non-I&G funding for the Department, by encouraging faculty to more vigorously pursue grant-funded research when it truly supports their core intellectual agenda and by launching our first serious efforts at outside fundraising. These initiatives have begun to bear fruit, but the former is limited by the current cuts in federal research funding and the latter is limited by the endemic poverty in New Mexico (and perhaps more seriously by limitations on the time the chair can dedicate to fundraising). But outside funding via research grants (both federal and, increasingly, from foundations) and fundraising will be increasingly important in supporting our academic mission; the departmental Felipe B. Gonzales Fellowship may offer a paradigm for how we can gradually build such funding.

In these ways, we are managing both our faculty and fiscal resources prudently in order to sustain and build our academic mission—and overcome the structural limitations imposed by minimally adequate overall funding for the Department.

All that said, we are likely not yet using to full effect all the planning and fiscal tools available to us, as the Office of the Provost and the College have very recently developed new resources in this regard. We will explore ways these may contribute to Department planning and fiscal allocation in the months ahead.

In three areas, current funding is woefully inadequate:

- ***Operating Budget:*** In a \$2 million departmental budget, a total operating budget of ~\$18,000 dollars is simply inadequate to meet our needs. In comparison to other UNM departments of similar size and contribution to the academic mission, it is manifestly inadequate—and unfair in light of other operating budgets in the University. See

Appendix I for comparative data on the annual operating budget in the Department of Sociology in comparison to other A&S departments. It shows that our operating budget is a third to a fifth of similar departments' (Anthropology, Psychology, Economics), less than half of smaller departments' (Political Science), and a small fraction of the science departments'. Fair, more precise comparisons: operating budgets per tenure-track faculty, per student credit hours generated, and per major *all show Sociology ranked #19 or #20 out of the twenty departments in Arts & Sciences in these measures of departmental support*. A comparison of how much tuition departments generate for every dollar in operating budget shows *Sociology ranked #2 in this measure of fiscal efficiency*. There are historic reasons for these anomalies and irrationalities—most notably, when A&S strove simultaneously to begin to rationalize GA allocations and operating budgets, Sociology received new GA resources but *no new operating budget* at the only time in recent memory that operating budgets were adjusted. But such historic reasons do nothing to solve our current dilemma. Were it not for the spend-down of reserves we have pursued in recent years, it would have been simply impossible to achieve most of the advances in academic mission detailed above—and given the immediate time limits on that strategy, we urgently need new operating budget dollars to bring us up to par with similar departments, which would be in the range of \$50,000 new operating budget dollars annually (see Appendix M for comparative table undergirding this argument).

- ***GAship and graduate research/travel allocations:*** Through the College of A&S, we did receive new GAship funding in 2011. But overall GAship allocations at UNM remain largely determined by historic factors that no longer bear much resemblance to current realities in academic units. A zero-sum rationalization of GA allocations would be politically conflictual, so the most likely solution will involve allocation of new GA funding from above. But if it is to contribute to rationalizing these crucial resources for attracting and retaining the top graduate students we seek, any such re-allocation or new allocation must be made on the basis of academic load data: Where are these resources most urgently needed. The Department has an entirely convincing case and urgently needs new funding in this area. In particular, this would allow us to revolutionize how we teach introductory sociology and how we train our graduate students to teach: we would allocate new GA resources to a very large and dynamic lecture-hall Sociology 101, supplemented by online resources and GA-led discussion sections that introduce freshman students to intensive seminar-style higher education (with GAs mentored by the responsible faculty member). This is the way prominent research universities often teach these courses. The resulting student engagement will contribute to undergraduate success, particularly for first-generation students for whom higher education otherwise comes across as impersonal. The resulting mentorship of graduate students prior to taking responsibility for their own full courses will vastly improve their pedagogical formation, and thus their future teaching at UNM and viability on the competitive job market after they finish their PhDs). Given the high demands for existing GA lines to support current pedagogical needs in our high student:teacher ratio setting, at least 6 new GA lines are needed for this initiative.
- ***Faculty Research & Travel:*** In the midst of deep cuts in state appropriations to higher education in recent years, faculty travel funding was eliminated; to its credit, the College of Arts & Sciences has regularly stepped in to provide \$500 per year per faculty member to support such travel. For research-active faculty and for those active in constant

pedagogical refinement, such travel is simply irreplaceable in order to attend conferences where leading-edge innovations are shared. So at present faculty are using their salary dollars to supplement heroic but inadequate funding from the University; this practice fails to meet academic standards of support for professional development. The Department has used reserves and course buyout funds to supplement this funding, but this practice offers no long-term solution. The only such solution will surely entail University- or College-level funding on the order of \$1,500 per faculty member per year.

All three of these priorities can be met by a new annual allocation of approximately \$150,000-\$200,000. Beyond this, our highest priority given our deep contribution to UNM's academic mission on all three fronts of research, teaching, and service—and our recent retirements—remains replacement faculty lines: The immediate line in Race & Ethnicity plus additional lines in Global & Transnational Sociology, the Sociology of Gender, and in Social Movements.

6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

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 and student tuition dollars to the University. These funds cover the Departments core components: faculty & staff salaries, equipment, office supplies, phone lines, postage, etc. I&G funds also supports graduate student assistantships. The total operating (non-salary) budget is approximately \$18,000 per year. The total salary budget is approximately \$2,273,664.00 (which includes \$1,836,688.00 FY16 original budget for faculty, \$130,878.00 for staff & \$305,098.00 for graduate student assistantships) per year. The department also receives I&G travel funds from the College of Arts & Sciences in the amount of \$10,500.00 (\$500 per year per faculty member) for airfare, hotel, conference fees, registration, etc.

Two important notes: The \$18,000 operating budget for the Department exists for purely historical reasons and simply bears no resemblance to the needs of a unit with a vast undergraduate teaching operation and highly active research agenda. It is less than one-third of the operating budgets of some similarly-sized units within the University of New Mexico (see Appendix I). Likewise, while we are greatly appreciative of the funding provided by A&S for faculty travel despite its own resource constraints, \$500 per year per faculty member is simply inadequate for sustaining any kind of professional profile, so faculty members beyond the 'start-up' phase must routinely draw on personal funds for the vast majority of their travel and conference expenses.

Revenue generated by other internal sources

The primary base of revenue in the following overhead indices have been generated via internal online instruction, the tuition for which was once captured by departments but which is no longer being offered to departments. Therefore, the following balances should be thought of as "reserves" and if current spending patterns continue they will eventually zero out. These funds have been used to supplement the current I&G budget for the departments core components such as faculty travel, registration fees, conference fees, graduate student recruitment, office

equipment/supplies, etc. The total reserve in all these indices is currently approximately \$134,000.00. (which \$34,000.00 is allocated to start up funds and travel funds for recently hiring faculty thru FY17). We will spend these reserves down further via research support for faculty this year, taking these reserves to the minimal level (~\$80,000 or less than 3% of total annual budget of the Department) that we consider prudent to maintain in the face of potential future budget cuts.

External support

Three endowments have been set up for Department's use. The Christopher McGee Scholarship (\$4,431.00 FY 15-16) for Sociology Majors is used to support the sociology student(s) who write the best paper(s) of the year. The Miguel Korzeniewicz (\$5,477.00 FY 15-16) Endowment was established by the late Professor Miguel Korzeniewicz to support student and faculty research in comparative sociology. The Gonzales Latino Research Endowment account (with current 'spending' available of \$1,644.61 in FY15-16) was established to support graduate students working on research focused on Hispano/Latino/Chicano communities in the United States; it currently receives contributions from two departmental faculty. Finally, the Chair's Self-Supporting Account (\$1,200.00 FY 15-16) is used for miscellaneous donations to the department. These extramural accounts are administered by the Department chair in consultation with the Executive Committee.

Research grants are covered above in Section 5C.

6C. Composition of the staff assigned to the unit, titles and FTE, responsibilities.

Staff composition of a department is determined in the College of Arts & Sciences dean's office based on calculations of unit work-volume as measured by annual revenue and number of faculty and staff. The Department's main office staff consists of a department administrator (level 2, 1.0 FTE), administrative assistant (level 2, 1.0 FTE), a coordinator of graduate advisement (1.0 FTE), two senior academic advisors for sociology and criminology majors, two work-study students (.25 FTE), and a graduate student website assistant.

The job description for a department administrator involves oversight and administration of programs, strategies, and initiatives; to develop, enhance, and support the mission of a large, complex, and diverse academic department; oversight of all internal and external business activities, accounting and finance, and human resources; management and coordination of facilities and resource management, information services; and general department administration. The department administrator participates with the Chair and senior departmental faculty in strategic and operational decision-making as a member of the department's leadership team. In real time, the department administrator is responsible for the primary organizing of work schedules, assigning jobs, and overseeing work done by office staff. Other duties include: budget and payroll oversight; purchasing supplies and equipment; inventory work; troubleshooting and maintaining the Department's 50+ computers and 25+ printers; organizing course schedules; assisting with course assignments for faculty, graduate student teaching assistants, and part-time instructors; and revise catalog and curriculum forms.

The administrative assistant performs a wide range of administrative and staff support duties, requiring many skills and knowledge of organizational policies and procedures. She assists and directs visitors; resolves administrative problems and inquiries; composes, edits, and proofreads correspondence and reports, and prepares a range of administrative documents. 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, and supervises the work-study students in the absence of the department administrators. As the liaison with the Bookstore Textbook Department, she is responsible for assisting faculty and instructors UNM textbook orders. She also collects syllabi for each semester; prints syllabi, exams, handouts, and other faculty documents; participates in managing the Sociology listserves; reserves department rooms for special events; submits and monitors IT and PPD requests for the whole department; organizes and updates directories, door signs, office hours, and mailboxes; distributes and records parking passes; organizes and submits inventory of UNM equipment; updates UNM Space Management Database (FAMIS); records meeting minutes for faculty and staff meetings. She attends meetings of HR Process Improvements and Department Administrators; collects, prints, and organizes tenure & promotion materials and annual reviews of faculty; creates job descriptions and processes the hiring of student employees, staff, and faculty; processes timesheets for student employees and staff; makes purchases for the department with a university purchasing card; balances and maintain records for the P Card; processes purchase orders for contracted companies. She processes reimbursements and honorariums; schedules meetings for the chair, conducts polls for meeting availability, and adds college deadlines to his calendar; checks in students for college advisors and schedules advisement meetings; organizes the graduate student orientation and recruitment events; assists in course scheduling, distributing/collecting IDEA forms, and general administrative work.

The coordinator of graduate advisement coordinates the daily activities associated with graduate academic advisement and consultation. She serves as liaison to academic and student services departments, assesses completion of academic requirements, analyzes applications for admission and programs of study, transfers credits and transcripts for completion of degree requirements, assists graduate students regarding thesis/dissertation proposals and defenses, manages the binding of manuscripts, schedules comprehensive examinations, organizes programs of study and applications for candidacy to dissertation, manages annual progress reports for year-end evaluations of graduate students, processes and reviews department course scheduling and curriculum planning, oversees University Catalog updates/changes, prepares and submits curriculum forms as needed and prepares materials for the graduate program, assists with the scheduling of classes, ensures that courses required for graduation are to be offered, processes graduate assistant contracts, and may guide the work of lower level staff or work study students. The Department requires the coordinator to be organized, detail oriented, and able to perform a variety of advisement and course scheduling duties for a large department.

According to their official job description, the senior academic adviser performs integrated academic advisement and consultation of prospective, current, and former students within a major college or equivalent academic unit. She or he assesses academic level and advises on academic programs and changes; develops academic plans and class schedules; analyzes applications, transfer evaluations, and transcripts for entry and exit from the university; maintains appropriate records; coordinates or performs special functions associated with an

academic function, such as assisting with curriculum planning, committee service, and guiding the work of assistants or work study students; sometimes serves as specialist in certification, athletic eligibility, and/or licensure requirements. The duties and responsibilities of this position include: provides academic consulting services to students, prospective students, and former students, including complex analysis and integration; resolves problems relating to curriculum, course prerequisites, and eligibility by referring to catalogues and other appropriate resource material or governance manual; receives and reviews transcripts to ensure eligibility for admission to a specific college or program including evaluation of transfer credits and applicability of academic credit to program requirements; advises on certification or licensure requirements; evaluates transcripts and course work to ensure student remains on career track; reviews student grade reports each semester to determine probation and/or suspension based on academic regulations of university; notifies and places students on probation or suspension; returns students to regular status after sufficient progress is made; coordinates with other organizational units to process admission and graduation requests and to aid in resolution of academic problems; reviews student files to ensure deadlines are met for completing various graduation requirements such as coursework requirements, theses, comprehensive examinations, and other specific program requirements; participates in continuing in-service training related to academic information and advisement procedures; assists in the development and implementation of advisement and recruitment programs and materials; assists faculty advisement, athletic coaches, and/or other counseling personnel by providing records, evaluations, interpretations, and other requested data, recommendations, and conclusions; assists in advisement, admission, certification and evaluation processes by performing supplemental administrative activities, such as securing requested information, verifying computerized data files, and preparing reports; assists in formulating procedures and making decisions involving the application of academic suspension regulations, as appropriate to the position; supervises lower graded staff and/or student employees; may participate in training and evaluative sessions and recommend methods to improve advisement activities; and, performs miscellaneous job-related duties as assigned.

Each of these staff members is provided with a desk station, fully equipped with computers, printers, clerical supplies and multi-line telephone. Staff development funds and training opportunities are available; we strive to utilize those funds efficiently, perhaps can better utilize them.

6D. Library resources that support the unit's academic and research initiatives.

Large library sources are provided by the College of University Libraries and Learning Sciences (CULLS), the Law School Library, and the Health Sciences Library. Zimmerman Library within CULLS houses the social sciences collections, as do the Centennial Science & Engineering Library, Parish Memorial Library for Business & Economics, the Fine Arts & Design Library, and the Center for Southwest Research & Special Collections. Historical archives are available at the Maxwell Museum of Anthropology and the UNM Office of the Secretary.

The University Libraries, with a collections budget of \$5.6 million, provide access to over 3 million library volumes, including over 67,000 journals, and access to another 5 million volumes in collaborative memberships (e.g. HathiTrust, Center for Research Libraries, and other consortia

groups). The many resources the Libraries provides to support the Sociology Department include: membership to ICPSR (Inter-university Consortium for Political and Social Research) and its datasets and services, access to current issues of 87 of the 100 highest impact-factor sociology journals as ranked by Journal Citation Reports (JCR) for 2014, and access to many social sciences databases including Sociological Abstracts.

CULLS provides a Social Sciences Librarian, currently an assistant professor, to provide outreach, classroom instruction, one-on-one consultation services, and collections support to the Sociology Department. The librarian purchases library resources (journals, films, books, databases, etc.) to support the Department's work. She works in coordination with the University Libraries' Research Data Services Department, overseen by its director, an associate professor, to support the Department's data needs such as: creating data management plans for grant proposals; managing, curating, and archiving data sets; maximizing the usefulness and lifespan of researcher's data; and, collaborating with researchers to share data. Her facility also provides infrastructure, UNM's Lobovault, to support data hosting needs and to archive faculty publications when allowable under copyright policy.

The Department also maintains its own mini-library attached to the main office, which contains classic works in sociology in particular, intended for the exclusive use of Department faculty and graduate students.

Section VIII: Criterion 7. Facilities

7A. The facilities in the unit and associated programs, e.g., classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology.

The Department occupies the south wing of the first floor of the Social Science Building. Each faculty member gets as standard issue a windowed office, land phone (if desired), desk-top or lap-top computer, centralized UNM email, a printer, file cabinets, and book shelves. A fully equipped chair's office is attached to the clerical office. Graduate students share offices with desks and phone, and have 24-hour access to the Department computer lab (see section 7B). The main office is fully equipped with desks and computers for each of 3 full-time staffers with a couple of desks/computers for 2 work-study students. Two large photo-copiers, with pdf and email capability, are available. A small reading room with a mini-library is part of the front office complex. Two offices are occupied by full-time undergraduate advisors. A commons has a sink, refrigerator, and micro-wave oven. It is large enough to serve for speaking events and grad seminars. A storage closet sits off a hallway. A classroom is included in the Department's suite of offices, frequently designated for sociology undergraduate instruction.

7B. Computing facilities maintained by the unit.

The Department has computer lab of its own, with 12 desk-top computers and used primarily for the teaching of graduate-level quantitative methods. Otherwise, it is open 24 hours a day for individual grad student usage. Two computers have NVivo 10 (for rich text-based and/or multimedia data) and ATLAS.ti 7 (to uncover and systematically analyze phenome hidden in unstructured data). Packages to manage quantitative data are SAS 9.4 (to mine, alter, retrieve data from various sources, and perform statistical analysis on them); Stata 13 (data mgt. statistical analysis, graphics, simulations, linear and multiple regression, and custom programming); R Studio 3.1 (environment and programming language for statistical computing and graphics); and SPSS 22/19 (statistical analysis, data management with case selection, file reshaping, derived data, data documentation with a metadata dictionary in the data file). Utility software are EndNote X7 (permitting bibliographic data bases); Stat/Transfer 13 (reads statistical data in the internal format of one of the supported programs and transfers information to the internal format of another); and Photoshop 6. (For full inventory of the software packages installed in the lab's computers, see Appendix H). The Lab is under the direct supervision of a senior faculty member and its actual management relies on office staff.

The Department has two lap top computers for use in colloquia, by guest speakers, and for the purpose of conducting Skyped meetings. A PowerPoint projector in the Commons assists for oral presentations by faculty candidates, guest speakers and members of the Department community. A flat screen television set with DVD capability is set up in the reading room. Continuing to upgrade our technical facilities will be a major challenge in the future, as we have now largely depleted our reserves used for this purpose. Even more challenging is the University-level support available for major database warehousing and analytics in a secure environment, increasingly a requirement for cutting-edge sociological research.

Section IX: Criterion 8. Program Comparisons.

8A. Information on the distinguishing characteristics of the programs within the Department (programs in comparison with other programs such as number of faculty, student characteristics, types of programs, parallel programs at any of our 22 peer institutions, parallel programs at other peer institutions identified by the unit, regional and national comparisons of academic programs.)

The University of New Mexico's peer institutions were officially designated in the 1990s by the New Mexico Higher Education Department for use in the funding formula and for making salary comparisons. The peer institutions were chosen as institutions with a similar mix of programs, size, and mission as UNM, not necessarily the Sociology Department. UNM's 22 peer institutions are:

Arizona State University	University of California-Riverside
Florida International University	University of Colorado-Boulder
New Mexico State University	University of Colorado Denver
Oklahoma State University	University of Houston
Texas A&M University	University of Iowa
Texas Tech University	University of Kansas
The University of Tennessee	University of Missouri-Columbia
The University of Texas at Arlington	University of Nebraska-Lincoln
The University of Texas at Austin	University of Nevada-Las Vegas
The University of Texas at El Paso	University of Oklahoma-Norman
University of Arizona	University of Utah

8B. Number of Faculty

In a key, the mean number of faculty members that could be determined for 15 of the peer sociology departments listed here is 14. This puts UNM's Sociology Department of 20 at the high end of the peer group for number of faculty, ranking with Arizona State (20), the University of Nebraska (20), and the University of California-Riverside (21). Four of the peer universities have 7-9 faculty members in their Sociology Departments. However, on the crucial measure of the ratio of student credit hours to faculty members and the # of majors to faculty members, our Department is off the scale (see Appendix M).

8C. Parallel Programs

Programmatically, only three of the peer institutions provide a criminology major within their sociology undergraduate programs. One of them, at the University of Texas at El Paso, appears to be quite large, 1200 students majoring in criminology. However, ten of the peers list a criminology program for their graduate students, similar to UNM's Sociology Department. Informally, the Department's criminologists are aware of the programs at North Carolina State, Iowa State, the University of Florida, and Penn State, all of which have criminology undergraduate and PhD programs housed within their sociology departments. All appear to be on par with the Department's, with Penn State probably a bit higher.

8D. Regional and National Comparisons of Academic Programs

The *U.S. News and World Report* rankings of best graduate programs in sociology has the Sociology Department at UNM tied at 78 (along with five others). The rankings are based on a reputational survey conducted of sociologists in 2012.⁷ Sociology departments in nine of UNM's official peer institutions are not ranked by the Report. Of the remaining thirteen, nine are ranked higher than UNM's sociology department—The University of Texas at Austin (14), University of Arizona (20), University of Iowa (35), University of California-Riverside (42), University of Colorado-Boulder (46), Texas A&M University (46), Arizona State University (59), the University of Kansas (64), and the University of Nebraska-Lincoln (69). Our department is tied with the University of Missouri-Columbia. Those ranked lower than UNM's are The University of Tennessee (84), the University of Nevada-Las Vegas (94), and the University of Oklahoma-Norman (94). As discussed in the conclusion of this report, a major strategic aim of the Department is to improve on these proximate rankings.

Table 4: Peer Comparisons

Peer Institution	How similar our program is to the peer's organization.	Is it an aspirational peer (Y/N)?	How they compare in goals, curr., fac., students
Arizona St. U.	Crim and social justice emphasis.	Y	Emphasis on legal systems, law, culture; soc chg training for UGs.
Florida Int. U.	Dept. of Global and Sociocultural Studies; PhD granting;	N	Global, trans- national emphasis; BA in Soc/anthro
NM State University	Same academic/research orientation; Not PhD granting	N	Smaller program; broader curriculum, no specialty areas
Oklahoma St. U.	Heavily applied. Criminal justice.	N	Offers comb degree with anthro w emphasis on Native Americans
Texas A&M University	Very similar undergraduate curriculum and faculty expertise	N	At an R1 institution; prominent faculty
Texas Tech University	Very similar undergrad and grad curricula and faculty expertise	N	At an R1 institution; emphasis on diversity, soc. strat
The U. of Tennessee	Focused on social justice with fewer specialties	N	Flagship/ R1; 4 specialty areas
The U. of TX Arlington	Not PhD granting; offers fast-track with 9 hrs counting for BA and MA degrees.	N	Similar emphasis on diversity of students and academic fields
The U. of TX at Austin	Similar numb. of undergrad majors; same academic/res. orientation; larger faculty	Y	Flagship/ R1; more fin. aid for grads; nationally ranked fac;
The U. of TX El Paso	Not PhD granting; joint soc	N	Similar emphasis on

⁷ <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-humanities-schools/sociology-rankings/page+4>

	and anthro dept.		excellence
University of Arizona	Same academic/research orientation; larger faculty	Y	Flagship/R1 institution; prominent service for fac.
U. of CA-Riverside	Same academic/research orientation.	Y	R1; academic; larger faculty; nationally ranked
U. of CO-Boulder	Same academic/research orientation.	Y	Flagship/R1; same # specialties & wking grps
U. of CO-Denver	Not PhD granting; smaller student load; fewer fac.	N	Broader prof. goals for students; professional.
University of Houston	Not PhD granting; fewer # of fac; greater # of specialties;	N	More professionally oriented for their M.A..
University of Iowa	Same number of specialties, incl. crim; slightly diff UG curriculum	Y	Flagship/R1; same academic/res orientation to the discipline;
University of Kansas	Similar # of fac; smaller student load; descriptive information generic, hard to tell organizational form.	N	Flagship/R1; slightly fewer fac.; serving 1/10 th the majors; generally stated goals.
U. of MO-Columbia	Structured similarly re our soc. major alone: broad research/teaching foci; 2/3 as many faculty and far smaller student load; no criminology.	Y (esp. if comb. w UM-SL)	Flagship/R1; about 2/3 our # of faculty; program goals and curriculum similar to our sociology major alone.
U. of Nebraska-Lincoln	Substantially more faculty (28), vastly smaller student load; descriptive information proudly claims a tradition of excellence—understandable given low student load.	Y	Flagship/R1; large fac peer aspirant; serving a total of ~90 majors (less than one-tenth 1/10 th of our majors); similar focus on excellence in both research and teaching.
U. of NV-Las Vegas	Similar # of faculty, substantially smaller student load; descriptive information quite generic, hard to tell organizational form.	N	Flagship/R1; slightly fewer fac.; serving one-third (1/3) as many majors. Generically stated goals.
U. of OK-Norman	Most similarly structured: similar # of faculty, dual BA degrees in sociology and criminology, similar organization and focus.	?	Flagship/R1; about a third as many majors as UNM, with similar # of faculty. Goals and curriculum reasonably similar.
University of Utah	Similar # of faculty, organization, and focus; but vastly different scale—much smaller # of undergraduate majors	?	Flagship/R1; Curriculum and program goals similar to UNM; slightly smaller faculty (17) with only 27 total majors.

Section X: Criterion 9. Future Direction

9A. Summary of strengths and challenges for the Department in relation to its mission and vision.

Ten years ago, the Department declared its key strengths to lie in two areas—a strong cadre of teaching/research faculty, and a criminology program whose curriculum ranked among the best in the country and earned a high degree of satisfaction from students. Today, the faculty corps and the criminology program remain strong features of the Department—indeed, both the criminology faculty group and the overall departmental sociology faculty have been invigorated substantially via a dozen tenure track faculty hires over the last ten years. Today, as portrayed throughout this document, we enjoy a faculty profile of a dynamic, largely young department that includes established scholars and potential rising stars across a number of research areas:

- *Crime, Law, and Social Control* remains an area of strength, both in its service to an enormous number of undergraduate majors and minors and—crucial at a flagship research university—in its national prominence as a center of sophisticated quantitative research for sociological criminology (as opposed to more narrowly framed criminological and criminal justice work). We will continue to build strength in this area, particularly by fostering the career advancement of existing faculty in this area.
- *Global & Transnational Sociology* (formerly termed Comparative/Latin American Sociology) has long been an area of strategic focus and intellectual strength, both in the Department and at UNM as a whole. Our strengths here eroded gradually over many years, but were rebuilt through recent hires and the emergence of senior faculty secondary research interests in this area. However, we face the challenge of rebuilding once again in this area, as it was further eroded in 2016 with the retirement or health challenges of two colleagues in this area. We intend to build urgently here to buttress our historic strength in GTS and contribute to UNM's longtime strategic focus in Latin America.
- *Sociology of Medicine & Health* has emerged in the last five years into a thriving area in our faculty profile. Through four faculty hires in recent years, we now have a significant national profile in this area, with a dual focus on: a) social disparities of healthcare outcomes (especially across racial/ethnic groups) and its relationship to economic inequality; and b) theoretically sophisticated analysis of the epistemological, cultural, and network dynamics underlying health and wellness. We will continue to build strength in this area, particularly by fostering the career advancement of existing faculty in this area.
- *Social Movements* has also recently emerged as an area of particular strength; indeed, we believe that we now have one of the strongest profiles for social movements scholarship of any department nationally, with some faculty focusing on structural analysis and others on cultural analysis of social movement dynamics and outcomes. We hope to buttress this area of strength in the years ahead, including via new faculty hiring.
- *Race & Ethnicity* likewise represents an area in which the Department contributes substantially to UNM's strategic priorities and holds significant faculty strength. As an area of high demand for doctoral comprehensive exams and dissertation work, we still urgently need additional faculty strength in this area to supplement our existing faculty profile of strong scholarship and teaching on race, ethnicity, and the dynamics of racialization in American society. This remains our most urgent faculty hiring priority, with a hire currently planned for AY2016-17 (after postponements in the previous two

hiring seasons). The race and ethnicity specialization in the department is at a critical juncture.

In the 60-year history of our department only two faculty members have ever been tenured in this specialization. It has created a mismatch between the growing high need for dedicated hires of sociologists specializing in race and ethnicity as their core area of specialization and graduate and undergraduate student needs. In the next ten years, we have the opportunity to make the sociology race and ethnicity a signature specialization that contributes to our national brand as a research hub that addresses the most pressing questions around race and ethnicity in the U.S. and beyond. Recently our race and ethnicity faculty have chaired the fourth largest section in the American Sociology Association, specializing in race, gender, and class, as well as chaired the ASA committee on the status of racial and ethnic minorities. Our faculty have also co-founded and direct the Institute for the Study of “Race” and Social Justice (2009) and we are currently working to establish the first interdisciplinary graduate certificate in race and social justice. Given our student population, our local community assets, specific strategic investments in this specialization can add to the vibrancy and innovation occurring in this specialization in the discipline of sociology and create a compelling intellectual home for scholars and students interested in the sociology of race and ethnicity as their core area of specialization.

While we have taken some important steps to brand our department as one that is deeply committed to the sociology of race and ethnicity, the last dedicated hire to the sociology of race and ethnicity occurred sixteen years ago in 2000. To be sure, currently there are only two faculty members that teach the graduate level core class in the Sociology of Race and Ethnicity; one may be retiring in the next few years. Yet, in the last ten years the demand for specialized training in race and ethnicity at the graduate level as a core area of specialization continues to grow, making race and ethnicity the highest enrolled specialization for comprehensive exams and dissertation topics in the department over the last ten year. At our inaugural race and ethnicity working group meetings, we had over twenty faculty and students in attendance.

The dearth of dedicated hires in the sociology of race and ethnicity has contributed to a crisis situation for students aspiring to focus on this specialization as well as for the few faculty that carry the resulting teaching and mentoring load. We recognize that the next authorized hire will be an assistant professor that specializes in the sociology of race and ethnicity; however, in order to represent the field adequately we need to have a critical mass of dedicated hires in the sociology of race and ethnicity as their core area of specialization. It is also important to note that while this specialization appeals to a wide swath of students, it is particularly attractive to racial and ethnic underrepresented students who are interested in Chicana/o Studies, Native American Studies, Education and Health Policy. While we have made some progress in attracting some of these students, it is clear that if we are to continue to advertise a graduate specialization in the sociology of race and ethnicity as a core area of primary specialization, students will need more than one or two faculty members who are fully dedicated to teaching the core

graduate level course in race and ethnicity as well as research, teaching and mentoring in the core specialization of the sociology of race and ethnicity.

On the **teaching** dimension of our academic mission, we have taken steps to develop the sociology curriculum into high-quality courses across these substantive areas—an ambitious undertaking, but one in which we find ourselves remarkably well-positioned due to both strategic faculty hiring and some serendipity of recent successes. We foresee our most prominent strategic emphases continuing to lie in Crime/Law/Social Control, Global & Transnational Sociology with an emphasis on Latin America, and Race & Ethnicity with an emphasis on communities most relevant to New Mexico; but will also cultivate our emergent national profile in Social Movements and the Sociology of Health & Medicine. We have also sharpened our methods offerings at both the graduate and undergraduate levels, better focused our undergraduate theory requirement, and deepened our graduate offerings in both methods and theory, with the result of better training of students to conduct research in these areas. Our curriculum has thus emerged as a new area of significant strength, having been updated, focused, and invigorated in recent years, as we fine-tuned our undergraduate curriculum to maximize student to faculty experiences. Now more than ever in recent decades, our students are taught by tenure-track faculty.

On the **service** front of our academic mission, we remain committed to professional service across multiple dimensions:

- To UNM, through our faculty’s extensive leadership in administrative roles at all levels and across multiple units of the University, and service on key committees that serve the faculty’s role in shared governance.
- To the discipline of sociology, through our faculty’s extensive service and leadership in the American Sociological Association, the American Society of Criminology, journals and sections associated with both, and a variety of regional bodies and sub-disciplinary journals.
- To the wider community in New Mexico, the United States, and globally, through the commitment of some of our faculty to “public sociology” through which we address broad audiences through public commentary and civic engagement that draws on our intellectual expertise demonstrated through peer-reviewed publishing.

All the above position us to move forward toward our vision of the future as called for in our revised mission statement (see p. 21). We thus face two primary challenges in fully embodying it. First, as detailed elsewhere in this self-study, we continue to be challenged by the tension between our intellectual ambitions, our teaching and curricular responsibilities to our vast undergraduate student population, and the limitations of funding and faculty resources on which we draw to attain those ambitions meet those responsibilities.

Second, much of our intellectual vision entails linking outstanding sociological work to the kinds of social problems that confront society globally, nationally, and in the state of New Mexico. Given how deeply embedded those social problems are with issues of social diversity (across a variety of dimensions, including most prominently racial/ethnic diversity but also including economic inequality, cultural diversity, cross-national diversity, etc.), we are challenged to build a department sufficiently diverse to insightfully and credibly address the complexities that come with rising inequality and continuing racial inequity. Thus, we seek intellectual excellence combined with faculty, staff, and student profiles that embody the kinds of social diversity we

seek to analyze and address through our sociological inquiry. The acute national competition to recruit excellent faculty and graduate students from such diverse backgrounds means that we therefore struggle to do so successfully with severely constrained resources.

We strive to meet these challenges by using our resources efficiently and by being the kind of intellectual and professional community that outstanding and creative individuals from diverse social backgrounds want to join—because they believe we can all thrive in this environment. Part of that challenge lies in our own dedication and creativity; part lies in securing adequate resources to undergird this mission and vision.

9B. Strategic planning efforts.

Strategic planning occurs at various points in the academic schedule. Most prominently, the Department conducts an annual faculty retreat (typically in the fall, but scheduling depends on departmental priorities from year to year) in order to take stock of selected aspects of the Department's programs and its overall direction. The strategic directions set at these retreats is then operationalized via work plans for the key committees, the chair, and sometimes ad-hoc task forces set up for specific purposes. Concrete work on particular priorities is done in these venues and brought back to the full faculty for discussion and action at our monthly faculty meetings.

More immediately, some strategic planning occurs throughout the year through the regular governance process of the Department. The charge of the Executive Committee, Undergraduate Committee, Graduate Committee, and the five "Research Area Groups" (in medical/health, race/ethnicity, global & transnational/Latin America, and crime/law/social control) includes monitoring the workability of existing policies and structures in their respective areas. In addition, strategic ideas are regularly brought forward by the front office staff and by the Sociology Graduate Student Association. When needed, proposals for change made by any of the above bodies are then brought before the Executive Committee or to monthly Faculty Meetings for discussion and action if need be.

Beyond the internal functioning of the Department, the chair participates in the monthly meetings of the Chair's Council of the College of Arts & Sciences, where mandates and opportunities are defined for strategic departmental purposes. The chair also meets individually each month with the Dean of Arts & Sciences, where strategic resource needs can be asserted and strategic priorities discussed.

At present (2015-2016), the chair also serves as a strategic advisor to the Provost and co-chairs the university-wide committee analyzing "Resources, Planning and Institutional Effectiveness" for UNM's ten-year accreditation by the Higher Learning Commission. This provides information and long-term insight about UNM's overall strategic direction that allows the Department to make sure its strategic planning dovetails with the University's and College's emergent direction.

In addition, strategic planning is done vis-a-vis front office support of the academic mission through weekly meetings between the chair and the Departmental Administrator (who also

usually attends the Faculty Retreats and Faculty Meetings, and is thus aware of ongoing strategic planning efforts).

9C. Describe the strategic directions and priorities for the unit.

In the past several years, some promising colleagues have replaced retiring or departing faculty, and with their current rate of research productivity, the Department is poised to become a strong, nationally recognized program. While final outcomes remain to be determined at the highest levels of the university, last year all our mid-probationary and tenure & promotion cases received strong endorsements at the departmental, college, and university levels; we anticipate similar outcomes for this year's cases. This demonstrates the excellent hiring decisions we and the College have made, as well as the positive trajectory of our junior colleagues' development. The existing faculty members have been highly productive as well, winning national awards and publishing in top journals and presses. That said, the Department's strategic direction involves two major goals, as discussed in greater detail above and summarized below:

Claiming a National Profile and Building a Ph.D. Program Befitting Our Faculty Strengths

Given the rising national profile of many of our senior and mid-career faculty, the promise of our junior faculty, and the strong publishing profile now established across both groups, we believe we are now positioned to lay claim to a national profile in sociology and sociological criminology. While our #78 position in the *U.S. News and World Report* rankings (as inadequate as those ranking are) may represent our past, we think it entirely fails to reflect our present profile and certainly does not represent our aspirations. That said, we are not narrowly focused on rankings, but rather committed to sociological excellence that responds to contemporary societal dynamics; today, those dynamics prominently include rising inequality and societal diversity. We are thus committed to:

- scholarly excellence in the study of society, drawing on sociological theory and methods;
- pursuing that excellence with a focus on the social issues confronting New Mexican, American, and/or global society; and
- doing so while drawing on faculty, staff, and student viewpoints that reflect diverse social backgrounds.

By systematically pursuing this kind of sociological excellence and strategically investing our scarce resources, we believe we can over the next few years consolidate a national reputation that will position us among UNM's strongest academic departments. As a recognized Hispanic Serving Institution that also serves an important and substantial population of Native American and to a lesser extent, African American, multiracial, and otherwise underrepresented students, we can become a national leader in inclusive excellence with emphasis on both halves of that formulation.

The Department's other major strategic initiative is to carve out a Ph.D. program that fully reflects our strong faculty profile. As initial moves in this direction we have taken a number of steps documented above: recruited a stronger and more diverse pool of entering graduate students; begun to systematize our graduate seminar offerings; consolidated stronger intellectual communities of interest around our five "Research Area Groups"; and forged a single graduate track focused on getting students to their doctoral degree (in lieu of the current two-tier

M.A./Ph.D. system). The latter move will upgrade the graduate program according to the standards of a state flagship university and further solidify the Department's status in the ranks of High Performing Research Institutions. Moreover, the shift coincides with the Department's sharpening of major specialty areas as detailed throughout this self-study.

Faculty Augmentation

However, in order to achieve these aspirations in service to UNM, New Mexico, and the discipline, we must not only continue to efficiently and creatively draw on current resources, but must also increase the number of faculty members. As the Department's Five-Year Hiring Plan (see Appendix M) notes, "We have... begun to address the profound challenges that had accumulated over the previous ten years, during which our hiring failed to keep pace with faculty retirements and resignations and, most significantly, burgeoning student credit hours and enrollments in our majors and minors." Twenty faculty members serve approximately 1,200 undergraduate majors and 35 graduate students, and while the Department has begun to turn the corner with recent hires, it remains at risk of an overwhelming student-to-faculty ratio. From 2011-2014, as a result of those pressures, four of our faculty accepted offers at other universities, two retirements have just occurred, and one retirement is imminent. Furthermore, due to administrative commitments only 16 of our faculty members teach a full load of classes: one chairs the department, one serves as half-time director the School of Public Administration, and two teach a quarter of their courses for the HM/HV program (a.k.a. BA/MD). Despite our undergraduate numbers, we are at risk of actually shrinking as a department.

The Department's top hiring priority is in *Race/Ethnicity* for which an urgent need exists as it is one of the two areas in which demand for comprehensive exams from doctoral students is highest, as well as an area intimately related to major challenges and opportunities facing New Mexico, the United States, and institutions of higher education. This hire also reflects the retirement this year of Dr. Roberto Ibarra.

The other two crucial hires are for scholars of *global/transnational* sociology (GTS, presumably with an emphasis on Latin America) and of *gender*. GTS/Latin America represents an area of UNM's strategic focus *and* historic departmental strength, but the retirement of Dr. Susan Tiano this year leaves us badly understaffed. Gender is a primary area of study within Sociology and we currently have no one teaching it due to recent retirements. We have no regular faculty who can supervise and evaluate student dissertations or comprehensive exams in this area, and so an associate professor would serve best.

The next most important faculty hire will be a *social movements* scholar. Currently, we have two faculty members who have primary expertise in this area. A third teaches a limited course set due to his position as chairperson. A fourth has social movements as a secondary area of expertise, but he is pulled out half-time for administrative duties. This leaves the department with only two individuals who can support graduate training in this field, which is popular among graduate students.

Over the coming years, the Department will request seven more hires to reach 27 total faculty members, only partway to our goal of 32 tenure-track faculty members—a reasonable goal for a UNM department with our teaching burden and corresponding I&G generation for the

University. Another race/ethnicity specialist, another hire in global & transnational sociology, a criminologist, and specialists in inequalities & social stratification, education and demography represent our next priorities.

This plan to build the Department of Sociology faculty is consistent with both the “UNM 2020” view to the horizon and with the College of Arts & Sciences’ ongoing commitment to increasing student success. Our daunting student-to-faculty ratio leads to the regular faculty having far less than optimal oversight of our students’ progress toward graduation and an extremely thin ability to mentor undergraduate research or otherwise support high-level undergraduate achievement. Despite these obstacles, some of our undergraduates do continue to achieve important milestones and awards, sometimes through the herculean efforts of our dedicated faculty. By increasing our tenure track faculty, the Department will be in a better position to assess the needs of its undergraduate population and make curricular changes and innovations as needed. With a larger faculty, it will also be able to expand programs, such as the internship program, that have been highly successful in helping our majors find employment after graduation.

The Department of Sociology is acutely aware of the resource limitations confronting the University, the product of recent pull-backs of public funding for higher education and erosion in tuition support. This means that truly “new” funds flowing into the University are scarce at this time. But if we are to successfully consolidate and build upon the Department’s new position of true academic excellence—and thus become a cornerstone of UNM’s profile in the social sciences—at least some internal capacity for making strategic investments will be necessary. We have a strong recent track record of using our resources with increasing efficiency while simultaneously heightening the quality of our academic work across research, teaching, and professional service. We will continue to use existing funding efficiently and creatively to advance our mission. But as funds become available in coming months and years—via internal reallocation within the University, new tuition, new appropriations, or new fundraising—departments with that kind of track record should be the highest priority for new funding. The UNM Department of Sociology has the vision, commitment, talent, and leadership to use those funds well.

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Section XI: Appendices

APPENDIX A. RULES OF GOVERNANCE FOR THE DEPARTMENT OF SOCIOLOGY

(Adopted September 15, 1972; Amended August, 1980; May 1990; April, 1992;
October 1993; April 1994; May 1995; April 1998; May 2008; May 2009; May 2010)

I. Voting Membership

Voting membership in the Department of Sociology shall be limited to: (1) Associate and Full Professors whose permanent tenure appointment is entirely in the Department of Sociology; (2) Associate and Assistant professors whose tenure-track appointment is entirely the Department of Sociology; and (3) full-time Lecturers whose appointment is entirely in the Department of Sociology. Voting rights in the Department will be temporarily suspended for regular faculty who are on leave without pay from the University.

II. Meetings

A. General Faculty Meetings. Faculty meetings shall be open to the voting faculty, graduate students, part-time instructors, and persons on visiting faculty appointments in the department. All members of the voting faculty are expected to attend faculty meetings, unless excused by the Chair for a valid professional (e.g., attending a conference, giving a talk) or personal (e.g., illness, family emergency) reason, and graduate students and part-time instructors are encouraged to send a representative to each meeting. Faculty meetings will be conducted according to Roberts Rules of Order. Executive Sessions (limited to the voting members of the faculty) can be convened by a motion and a majority vote. Faculty members who cannot attend the meeting in person may (with the approval of the Chair) attend via conference call or other electronic media.

Meetings shall normally be held once a month and will be scheduled so that no faculty member shall have a conflicting class schedule. Provision shall be made for recording and distributing the minutes of each meeting to each member of the faculty. A permanent file of the minutes shall be maintained in the department office. The Department Chair shall be responsible for making up the agenda for each meeting and distributing it and shall normally preside at each meeting.

B. Special Departmental Meeting. A meeting of the entire Department, including faculty and students, shall be called at the request of the Department Chair or by a majority vote of the Executive Committee to discuss urgent issues of interest and concern. The Chair shall give at least a week's notice in order to permit interested parties to submit items for the agenda.

C. Hiring Meetings. After all job candidate interviews have been completed, a meeting shall be called to decide which candidate to hire. This meeting will be scheduled in order to maximize attendance within a reasonable time frame. As with General Faculty Meetings, attendance and voting via conference call is allowed (with the approval of the Chair). In addition, faculty members with a legitimate personal or professional reason for missing all or part of the meeting may submit a vote in advance of the meeting to the Chair. Voting will occur by written ballot and will include both a rank ordering of all candidates and a vote on acceptability/unacceptability of each candidate. A vote of unacceptability must be accompanied by a reason. Votes will be counted at the end of the meeting using instant-run-off procedures or summation of rankings in the case of a tie that cannot be broken using IRV procedures. Any candidate judged unacceptable by 40% or more of the voting eligible faculty will not be eligible to receive an offer. An offer will be made to the top candidate on the list; if that person declines the offer, the next acceptable candidate on the list will receive an offer, etc.

D. Other Meetings. Other meetings will be called at the discretion of the Chair for purposes of recruitment, mid-probationary, tenure, or promotion review; or other specific reasons. In general, such meetings will be structured according to A. above, except that for some meetings only a subset of the faculty are expected to attend.

III. Office of the Chair

A. The Chair. The Department Chair shall serve as the executive officer of the department. In addition to those duties and prerogatives specified in the Faculty Handbook of the University, the Chair shall exercise initiative in supervising the programs of the Department and in formulating policies to be considered by the voting faculty; and he or she shall be responsible for implementing those programs and policies decided upon by the voting faculty. The Chair shall consult with the faculty both individually and collectively. He or she shall evaluate and weigh faculty opinion and report the opinion of the voting faculty to the administration along with his own recommendations. His or her recommendations to the administration will represent his or her own professional and administrative judgment of what constitutes the best interests of the department.

B. Acting Chair or Interim Chair. In making recommendations to the Dean regarding the appointment of an Acting Chair (replacing the Chair for a specified period of time, pending the return of that Chair) or Interim Chair (replacing the Chair for an indefinite period or when the Chair does not plan to return) the Department Chair should consult with the faculty and endeavor, insofar as possible, to appoint an individual agreeable to the faculty collectively. With respect to extensive appointments such as those for a semester or more, the Acting Chair or Interim Chair should be nominated by the Executive Committee of the Department and approved by the voting faculty. The mandate of the Acting or Interim Chair, except in instances of clear emergency, should be more restrictive than that of the Department Chair. Ordinarily the Acting or Interim Chair should serve as an executor of established Departmental policies and should not unilaterally undertake courses of action having significant policy implications.

C. Associate Chair. The Associate Chair will assist, or where appropriate, act in place of the Chair, in carrying out a variety of administrative duties and responsibilities. The Associate Chair may serve as Acting Chair for short periods of time at the request of the Chair. The Associate Chair shall serve at the pleasure of the Chair. The Associate Chair appointment shall be for one year, renewable by mutual agreement. The Associate Chair appointment will be made by the Chair in consultation with the Executive Committee of Sociology.

IV. Standing Committees

Each year, after soliciting desired committee assignments from the voting faculty, the Chair shall appoint faculty members (and where appropriate, graduate student and other representatives) to each of the following standing committees, with one faculty member designated as chair of the committee. These appointments will be made before the first faculty meeting of the fall semester, and will be ratified by the full voting faculty at the first faculty meeting. Each committee assignment will be for one year, although the expectation is that the Chair of the Graduate Committee will normally serve more than one consecutive term.

A. Teaching Enhancement/Curriculum Committee. The duties of this committee shall be as follows:

- (1) Review and recommend the introduction of all new courses for which Sociology credit is offered;
- (2) Review existing courses to recommend whether they should remain in the catalog;
- (3) Review and recommend major and minor requirements for undergraduates and for the graduate curriculum;
- (4) Convene task forces in important areas of the curriculum (e.g., criminology, methods/statistics, theory) for curricular advice when appropriate
- (5) Recommend to the faculty suggestions for curricular innovation.
- (6) The Chair of this Committee will serve as a liaison between the department and instructors (PTI's and graduate student instructors).

B. Graduate Committee. The duties of this Committee shall be as follows:

- (1) To review applications for admission to the graduate program of the Department, and with the Department Chair, determine the admission of candidates;

- (2) To review applications for financial aid (including fellowships, graduate assistantships, research assistantships and teaching assistantships), and with the Chair make departmental nominations for fellowships and the appointments of assistants.
- (3) To schedule an annual review by the faculty of the progress of each graduate student enrolled in the Department program.
- (4) To handle such inquiries as may be received about the graduate program from prospective students;
- (5) The Chair of the Committee shall serve as Graduate Advisor.
- (6) Monitor the Graduate Program and make periodic suggestions for changing it.
- (7) To recruit new graduate students to the department.

C. Recruitment Committee(s) Every year in which there is an approved faculty search, there shall be appointed one or more Recruitment Committees. The duties of these committees shall be as follows:

- (1) To conduct the search, in accordance with university policies and procedures, and
- (2) To assist and advise the Chair and the Department faculty on matters relating to appointment and recruitment.

D. Undergraduate Committee. The duties of this committee shall be as follows:

- (1) To oversee academic advisement of undergraduate students
- (2) To oversee the articulation of course offerings with those of other institutions
- (3) In conjunction with the Honors Coordinator, to supervise and make recommendations concerning the departmental honors program.
- (4) To conduct the yearly McGee Award competition for best undergraduate paper. (5) In conjunction with the Outcomes Assessment Coordinator, to oversee outcomes assessment of the undergraduate program.

E. Research and Computer Use Committee. The duties of this committee shall be to advise the Department Chair and the faculty on the following:

- (1) Departmental acquisition of computer hardware and software
- (2) Use of the departmental computers and facilities (including the department computer lab)
- (3) Assignment of computer hardware and peripherals to faculty
- (4) Maintenance of the departmental website
- (5) Maintenance of data resources
- (6) Promoting coordination between the department and the Institute for Social Research
- (7) Planning of research seminars involving faculty and graduate students
- (8) Planning and coordination of resources to support research in the Department.

V. Department Coordinators and Task Forces

There shall be appointed each year members of the voting faculty to serve as coordinators for various ongoing departmental functions, in such areas as departmental reading room and library liaison, outcomes assessment, honors program, and colloquia. The title, number, and scope of responsibilities of the coordinator positions may be adjusted in any particular year to reflect departmental needs at the time. Members of the faculty serving in these positions shall be nominated by the chairperson and ratified as a slate by the voting faculty.

In addition, task forces in the various sub-disciplinary areas (Introductory Sociology, Criminology, Methods and Statistics, Theory, Comparative, Race & Ethnicity, Gender, etc.) or for specific purposes (e.g., Minority Affairs) shall be convened at the discretion of the Chair or Teaching Enhancement/Curriculum Committee Chair.

VI. Executive Committee

There shall be constituted each year a Departmental Executive Committee composed of five members. The Department Chair shall serve as Chair of the Committee. The Associate Chair will serve as an *ex officio* member of the Executive Committee, but will have a committee vote only when the chair is absent or when there is a tie vote of the four voting members. Three other members of the committee shall be elected to the committee each year—one member from the rank of full professor, one member from the rank of associate professor, and one member from the rank of assistant professor/lecturer. In any year where there are fewer than two voting faculty members available to serve at some rank, that rank shall be combined with a higher rank, with the exception that full professors shall be combined with associate professors. (In the case of combined ranks, the higher of the two resulting ranks elect two representatives and the lower shall elect one.)

This election shall take place in the spring semester of each year and no later than the end of spring semester. Candidates for the Executive Committee shall be nominated by the faculty in writing addressed to the current Executive Committee. The Executive Committee shall designate one of its members, normally but not necessarily the Chair, to contact each nominee individually to determine his or her willingness to run for election. The election shall take place by secret ballot with each faculty member entitled to cast one vote for each of the ranks, or in the case of combined ranks, two votes for the combined ranks and one vote for the remaining rank. If a candidate for a position fails to receive a majority of votes cast, there shall be a runoff between the top two candidates in each rank, or in the case of combined ranks, the top three candidates. In the case of a tie vote between two candidates, votes will first be solicited from any faculty members (with voting rights) who have not voted; if all eligible faculty have voted and the result is a tie, the winner will be selected by the Chair's flipping a coin (in the presence of the departmental administrator).

The term of office shall begin on the day following the official end of the spring semester. If for any reason an elected member is unable to serve for his entire term of office, the Chair shall promptly hold a special election to replace that member in accordance with the procedures and provisions of eligibility which apply to regular members.

The duties of The Executive Committee shall include:

(1) To nominate to the faculty, for faculty vote, members of all other regular committees, and all ad hoc committees or special task forces; it shall also include nominations for the position of Acting or Interim Chair in accordance with the provisions of Section III B. of these Rules.

(2) To recommend to the faculty for faculty approval, general policies and procedures for the determination of salary increases. These will address such questions as what proportion of the salary increase money shall be allocated across the board and what proportion according to merit, whether salary increases will be allocated according to percentages or in absolute dollar amounts, and whether money should be set aside for equity adjustments, and if so how much and how they shall be determined.

(3) In accordance with approved policies and procedures, recommend to the Chair specific annual salary increases for all faculty in the Department (except that the recommendation for each member of the Executive Committee shall be made by the others in accordance with suitable procedures.) If the Chair disregards the advice of the elected members of the committee, they shall be responsible for so advising the voting faculty.

(4) To conduct annual performance reviews of faculty (pre-tenure and post-tenure), to monitor all promotion and tenure recommendations, and to ensure that these processes are conducted according to University and Departmental policies. In the case of post-tenure reviews, only the tenured members of the Executive Committee will participate (see Post-Tenure Review Procedures). In the event that irregularities or deficiencies occur in these processes, the committee shall be responsible for so advising the voting faculty.

(5) To consider problems or issues of a Departmental nature brought to the committee's attention by faculty or students, and attempt to resolve such questions.

VII. Amendment of Rules of Governance

After these Rules of Governance have been adopted by the Departmental faculty, they may be amended by the following procedure:

- (1) Proposal for amendment shall be formally presented at a general departmental faculty meeting in writing and discussed there in a preliminary way.
- (2) Unless the proposed amendment comes from a standing committee (e.g., Executive Committee), the Chair shall appoint an ad hoc committee to consider the amendments and make a recommendation to the Department faculty at a later faculty meeting.
- (3). The amendment shall be voted on at this subsequent regular meeting.

Approval of an amendment shall require a two-thirds majority of all members who vote. This must be done to the closest integer. All voting members shall be individually polled whether or not they are in residence or present at a meeting. All the votes must be counted within the subsequent calendar month. For purposes of amending the Rules of Governance, voting members who are to leave the University permanently in the following year are not to be regarded as voting members.

APPENDIX B: CURRENT PLACEMENTS OF SOC. PH.D.s
(Classes of 2006-2015, n=27)

<u>Name</u>	<u>Sex</u>	<u>Race</u>	<u>Grad yr.</u>		<u>1st Appt.</u>	<u>Last known Position</u>
Ulibarri, Billy	M	Hispanic	2015	L		U. of Texas Rio Grande Valley.
Nowacki, Jeffrey	M	White	2014	TT		Asst. Prof., S. Illinois Univ.
Muhammad, Michael	M	Black	2014	PD		U. Michigan
Hunsaker, Beau	M	White	2013	AP		Thunderbird Schl. of Mgt.
Ouassini, Anwar	M	Intl., Morocco	2013	TT		Asst. Prof., Indiana-Purdue U
Marley, Tennile	F	Nat. Am.	2013	TT		Asst. Prof., Ariz. St. U.
Waddell, Benjamin	M	White	2013	TT		Asst. Prof., Adams St.
Bettez, Sonia	F	Hispanic	2013	PD		RWJC, UNM
Keogh, Stacy	F	White	2013	TT		Asst. Prof., Whitworth Univ
Banihashemi, Mozafar	M	Intl. Arab	2013	I		Rel. Studies, UNM
Willits, Dale	M	White	2012	TT		Asst. Prof., Washington St.
Jasso-Aguilar, Rebeca	F	Hispanic	2012	I		Soc., UNM West
Goodman, Ryan	M	White	2012	L		UNM
Halbgewachs, Nancy	F	White	2011	PL		Albuquerque
Edwards, Kerry	F	White	2011	TT		Asst. Prof., Slippery Rock U.
Pitts, Kimberly	F	White	2010	TT		Asst. Prof., Campbellsville, U.
Halim, Nafisa	F	Int., Bangl.	2010	RP		Asst. Prof., Pub. Health, Boston U.
Lechuga, Chalane	F	Hispanic	2010	TT		Metropolitan State Univ., Denver
Lapoint, Kevin	M	White	2009	C		private practice, Denver
La Luz, Azul	M	Hispanic	2009	C		private practice, Santa Fe
McConnell, Marjorie	F	White	2009	RP		Asst. Prof., Biology, UNM
Ben-Meir, Yossef	M	Intl., Arab	2009	NP		President, High Atlas Foundation
Olson, Colin	M	White	2009	L		Soc. UNM West
Erbaugh, Elizabeth	F	White	2007	TT		Asst. Prof., Stockton University
Derkas, Erika	F	White	2007	TT		Assoc. Prof., NM Highlands
Donaldson, Lisa	F	White	2006	TT		President, Pike's Peak CC
Nicdao, Ethel	F	Asian-Am.	2006	TT		Assoc. Prof., Univ. of Pacific

TT=tenure track; **L**=Lecturer; **I**=instructor; **AP**=adjunct professor; **PD**=post-doctoral fellowship; **RP**=research professor; **C**=counseling; **NP**=non-profit; **PL**=private life

APPENDIX C: SOC AND CRIM MAJORS BY RACE & ETHNICITY

Chart 1: Declared Crim majors S15 by race/ethnicity. Source: MyReports UNM

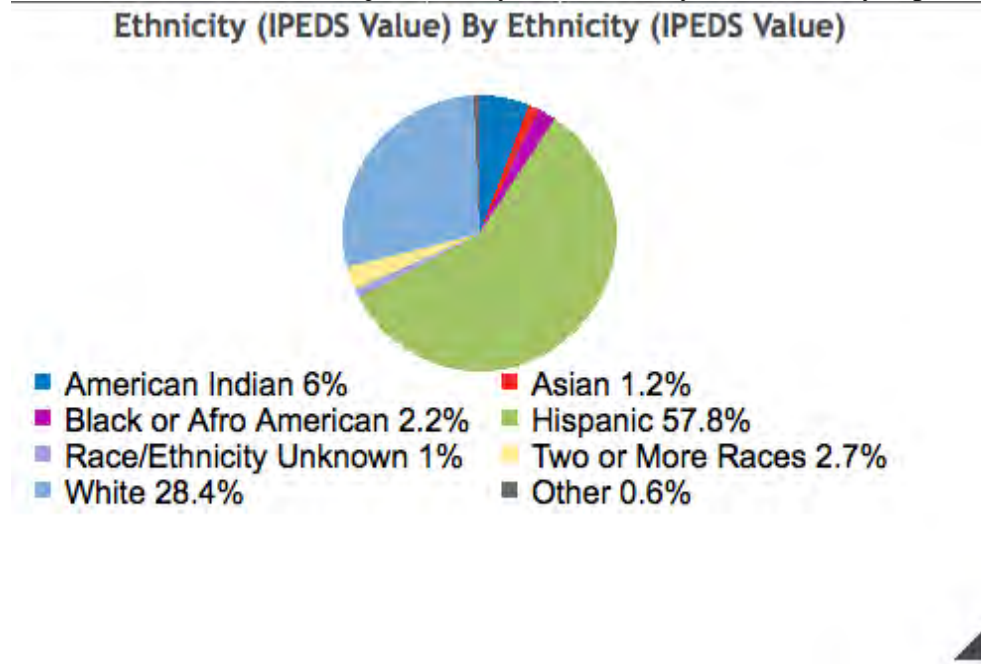


Chart 2: Declared Crim sec. majors S15 by race/ethnicity. Source: MyReports UNM

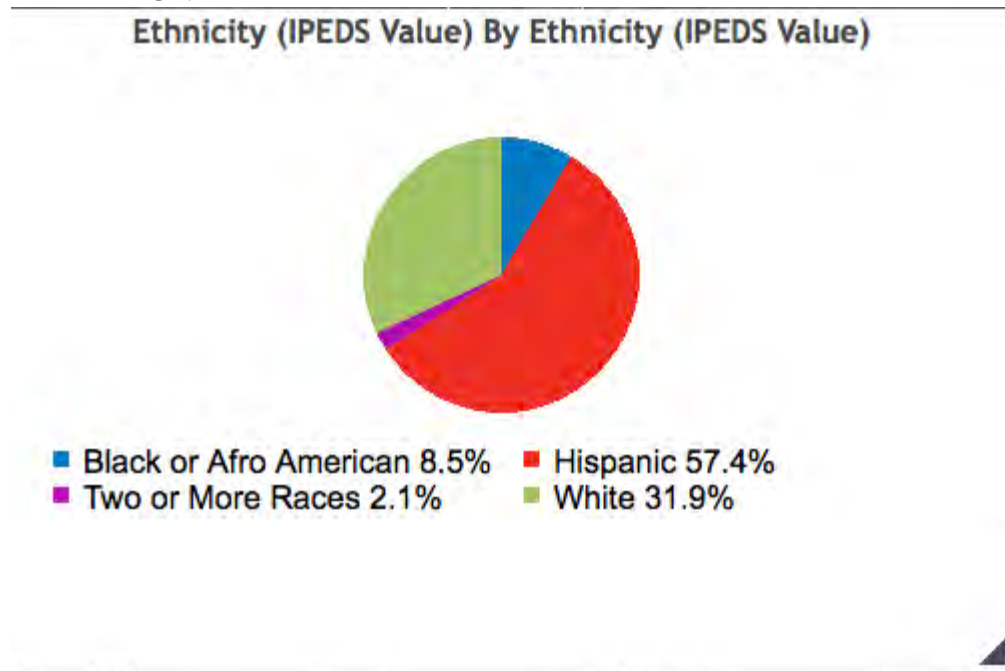


Chart 3: Declared Soc majors S15 by race/ethnicity. Source: MyReports UNM
Ethnicity (IPEDS Value) By Ethnicity (IPEDS Value)

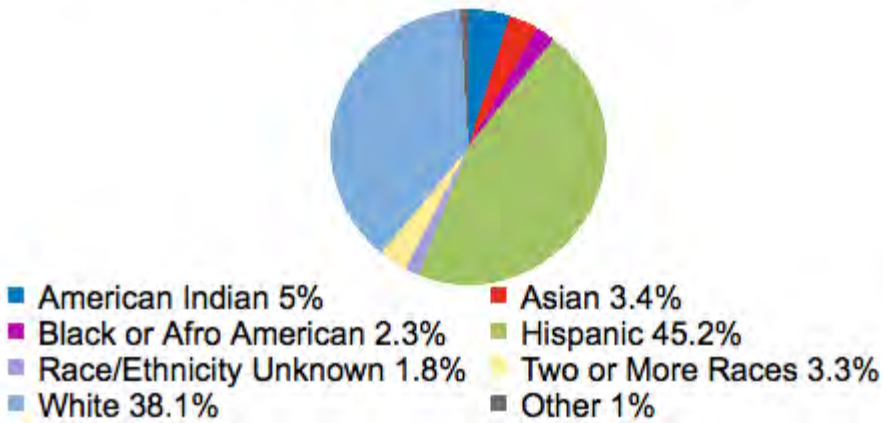


Chart 4: Declared Soc second majors S15 by race. Source: MyReports UNM
Ethnicity (IPEDS Value) By Ethnicity (IPEDS Value)

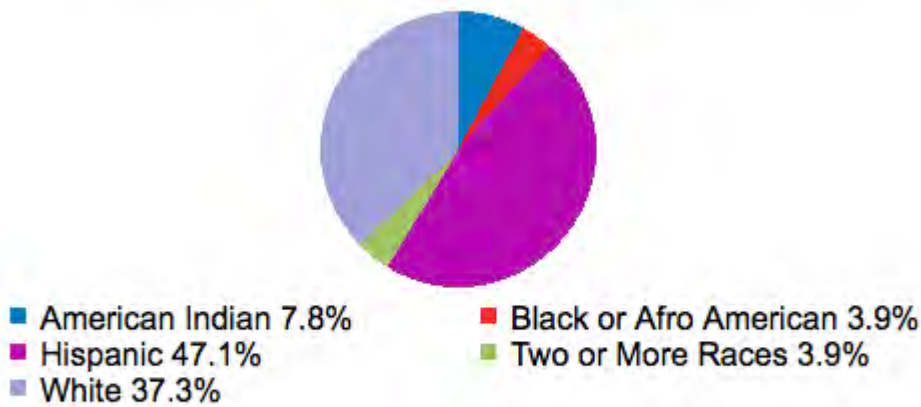
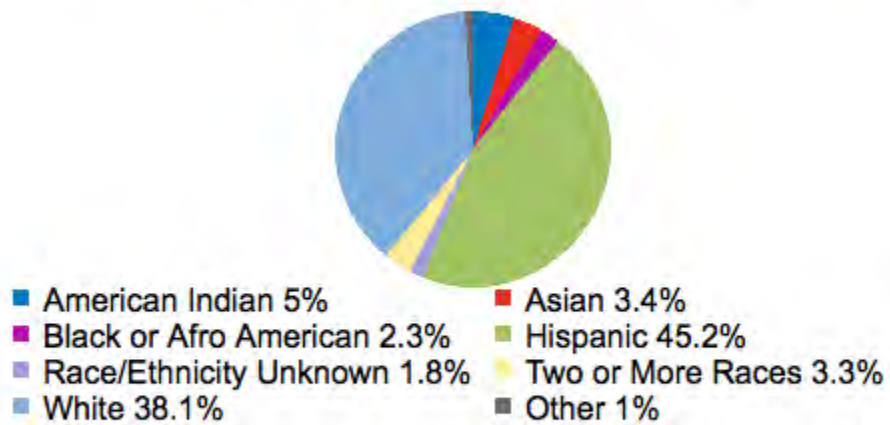


Chart 5: Declared majors, Arts & Sciences, S15. Source: MyReports UNM

Ethnicity (IPEDS Value) By Ethnicity (IPEDS Value)

APPENDIX D:

**Table 5: RACIAL COMPOSITION OF BA, MA, AND PHD DEGREES AWARDED,
2009-2004 UNM COLLEGE OF ARTS & SCIENCES**

Bachelors Degrees

	09-10	10-11	11-12	12-13	13-14
Hispanic	1,109	1,171	1,298	1,286	1,453
African American/Black	79	69	97	76	92
American Indian	175	164	168	182	179
Asian	110	120	109	124	108
Native Hawaiian/Pacific Islander	2	3	5	7	7
White	1,458	1,616	1,511	1,611	1,617
Two or More	17	37	55	56	92
International	33	49	36	39	31
No Response	113	121	121	112	113

Masters Degrees

	09-10	10-11	11-12	12-13	13-14
Hispanic	225	297	332	326	393
African American/Black	17	23	23	20	18
American Indian	43	51	33	40	48
Asian	32	44	39	40	48
Native Hawaiian/Pacific Islander	1	0	1	1	0
White	550	606	648	617	616
Two or More	4	5	16	15	21
International	91	110	92	107	111
No Response	43	54	63	65	53

Doctor's Degrees Research/Scholarship

	09-10	10-11	11-12	12-13	13-14
Hispanic	23	15	25	27	32
African American/Black	5	3	4	3	4
American Indian	0	10	3	2	0
Asian	6	6	4	8	10
Native Hawaiian/Pacific Islander	0	0	0	0	2
White	106	87	116	107	112
Two or More	1	2	0	1	2
International	47	37	48	44	60
No Response	2	5	2	10	9

Doctor's Degrees Professional Practice

	09-10	10-11	11-12	12-13	13-14
Hispanic	77	92	82	77	91
African American/Black	5	7	9	7	3
American Indian	14	16	13	13	15
Asian	19	17	18	19	21
Native Hawaiian/Pacific Islander	0	1	0	0	0
White	151	154	154	152	143
Two or More	1	4	0	5	6
International	0	0	0	1	1
No Response	14	12	18	11	8

Adapted from Fall 2012 Official Enrollment Report, Registrar's Office; HED Degree Files 2012-2014, p. 12.

APPENDIX E: STATISTICAL PROFILE UNM FACULTY, 2010-2014

Table 6: Faculty: UNM All Sites and Campuses1 (Fall 2010 to 2014)2

	All Faculty					Percentages				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Professor	497	483	474	484	486	13.3	13.0	11.9	11.7	11.5
Assoc. Professor	357	363	360	356	377	9.6	9.8	9.0	8.6	8.9
Asst. Professor	248	251	296	343	333	6.6	6.8	7.4	8.3	7.9
Instructor3	4	2	3	5	0	0.1	0.1	0.1	0.1	0.0
Non-Tenure-Track Faculty	988	1,046	1,130	1,097	1,125	26.4	28.2	28.3	26.5	26.7
Temporary Faculty	1,642	1,566	1,732	1,862	1,894	44.0	42.2	43.4	44.9	44.9
Total Faculty	3,736	3,711	3,995	4,147	4,215	100	100	100	100	100
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Total Tenure/Tenure-Track Faculty	1,106	1,099	1,133	1,191	1,191					
Females	471	474	491	517	523	42.6	43.1	43.3	43.4	43.9
Males	635	625	642	674	673	57.4	56.9	56.7	56.6	56.5
Hispanic5	128	130	122	135	141	11.6	11.8	10.8	11.3	11.8
African American/Black	18	19	21	24	25	1.6	1.7	1.9	2.0	2.1
American Indian	30	31	35	28	37	2.7	2.8	3.1	2.4	3.1
Asian	81	85	91	99	102	7.3	7.7	8.0	8.3	8.6
Native Hawaiian/Pacific Islander										
White	804	779	799	793	777	72.7	70.9	70.5	66.6	65.2
Two or More	4	5	6	9	8	0.4	0.5	0.5	0.8	0.7
International	21	24	31	30	32	1.9	2.2	2.7	2.5	2.7
No Response	20	26	28	63	74	1.8	2.4	2.5	5.3	6.2

1 Campus descriptors were modified in 2011. See page vii for an explanation of changes.

2 As of October 31 of each year.

3 Includes ABD faculty hired for the Tenure/Tenure-Track.

4 Includes post-doctoral fellows, temporary faculty, working retirees, and non-credit instructors.

5 Federal race/ethnicity reporting changed in 2010. See page vi for an explanation of changes. Source:

OIA

APPENDIX F: CRIM AND SOC MAJORS BY GENDER, S15

Chart 6: Spring 2015 Crim majors by gender. Source: MyReports UNM

GENDER_DESC By GENDER_DESC

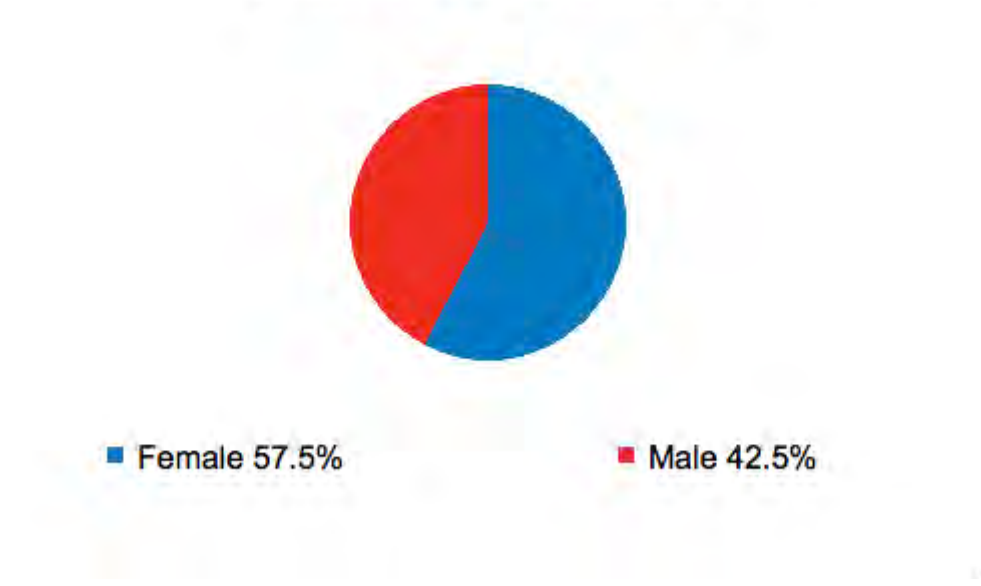
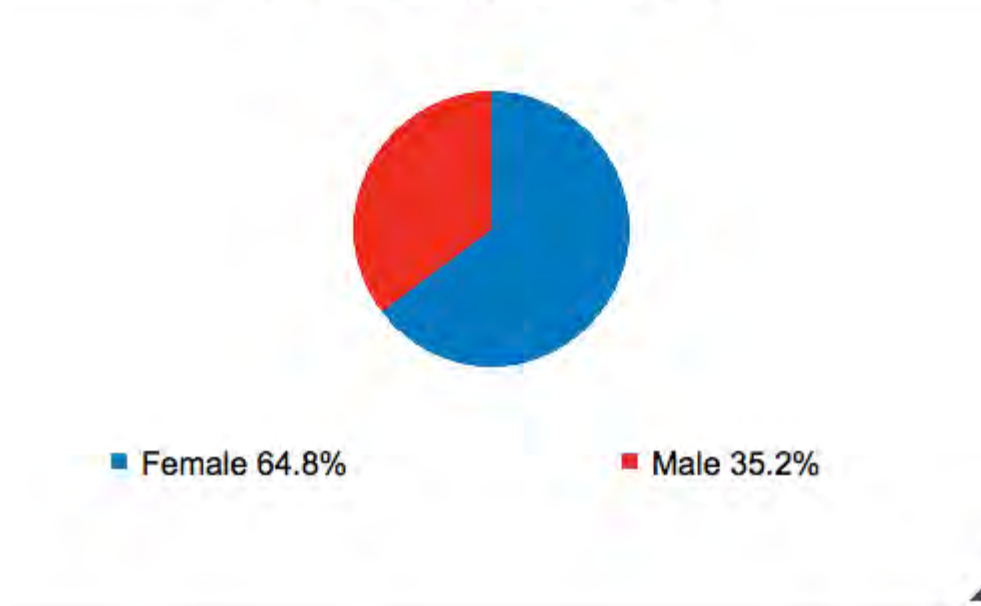


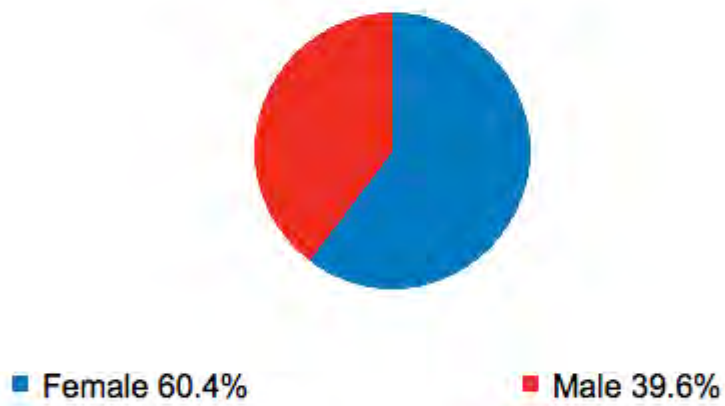
Chart 7: Spring 2015 Soc majors by gender. Source: MyReports UNM

GENDER_DESC By GENDER_DESC



Spring 2015 Declared majors, Arts & Sciences, by gender. Source: MyReports UNM

GENDER_DESC By GENDER_DESC



APPENDIX G: SOCIOLOGY GRADUATE STUDENT ASSOCIATION CHARTER

**University of New Mexico
Albuquerque, NM 87131
Chartered 2010, Revised 2015**

I. Name

We the GRADUATE STUDENTS IN THE DISCIPLINE OF SOCIOLOGY AT THE UNIVERSITY OF NEW MEXICO, hereby form ourselves collectively as the **Sociology Graduate Student Association (S.G.S.A.)**.

II. Purposes

Our Purpose is to promote academic excellence and learned practice of the arts and sciences of sociology;

- through effective and diverse learning experiences in cooperation with the faculty of the sociology department
- by promoting professionalism in academic pursuits
- by operating as a forum for the airing of grievances against Sociology Department policies and serve as a mechanism to have those grievances carried to the appropriate committee and persons for a proper hearing

III. Membership

1. Membership of the S.G.S.A. is voluntary and is comprised of Graduate Students in the Department of Sociology at the University of New Mexico in Albuquerque, NM. Members shall be graduate students in active good standing as defined by the University of New Mexico.
2. Graduate Students in the Sociology Departments of branch campuses of the University of New Mexico may petition for membership status.
3. No person shall, on the grounds of race, ethnicity, age, sex, gender, marital status, parental status, national origin, religion, physical handicap, or political affiliation, be excluded from participation in, be denied benefits, or be otherwise subjected to discrimination under this Charter.
4. Grounds for Expulsion from Membership
 - a. The S.G.S.A. adopts the Code of Ethics of the American Sociological Association, and failure to live up to its provisions is grounds for expulsion.
 - b. Dishonorable academic behavior, including but not exclusive to cheating, coercion, ridicule, and disrespect for the rights of human subjects during investigations, will be considered grounds for expulsion.
5. Membership Grievance Procedure
 - a. Grievance procedures brought against any member shall be considered by a regular meeting of the S.G.S.A.
 - b. In the event that the regular meeting of the S.G.S.A. votes by a 50% majority that charges against any member are serious enough to warrant further action, special notification of that fact shall be sent to the full membership along with a date on which the membership rights of the aggrieved member shall be discussed and voted upon. Notification shall be sent at least two weeks prior to said meeting to all members and to the member whose membership standing is in

- question.
- c. Membership rights votes shall be subject to a two-thirds majority vote of members present at meeting.

IV. Officers

1. President
 - 1.1. Qualifications: membership in S.G.S.A.
2. Vice-President
 - 2.1. Qualifications: membership in S.G.S.A.
3. Graduate Committee Representative
 - 3.1. Qualifications: membership in S.G.S.A.
4. Secretary
 - 4.1. Qualifications: membership in S.G.S.A.
5. Treasurer
 - 5.1. Qualifications: membership in S.G.S.A.
6. Council Representative to the UNM Graduate and Professional Student Association
 - 6.1. Qualifications: membership in S.G.S.A.
7. Speaker Series Representative
 - 7.1 Qualifications: membership in S.G.S.A.

V. Terms of Officers

The term of the President, Vice-President, and Graduate Committee Representative will run approximately for one year from the time of Spring elections to the following Spring elections. Other officers will be elected during Fall elections during the first month of Fall Semester and their terms will be for approximately one year until subsequent elections. Successive terms for all officers is permissible. Co-officers for all positions are also permitted.

VI. Duties of Officers

1. President
 - a. Shall preside at all S.G.S.A. meetings
 - b. Shall administer the S.G.S.A. budget through majority vote for expenditures at regular meetings.
 - c. Shall organize membership participation in standing committees and appoint committee chairpersons in the event that the members fail to designate committee chairpersons at a regular meeting.
 - d. Shall fill through membership vote or appoint in the absence of such a vote, S.G.S.A. representatives to faculty committees, Departmental committees, and various ad hoc S.G.S.A. committees.
 - e. Shall give prior approval to the distribution of all public notices in the name of S.G.S.A., without which no publication shall be permitted.
 - f. Shall be the official spokesperson for the S.G.S.A.
 - g. Shall ensure the performance of the duties of all Officers.
 - h. Shall meet with the Department Chair at least once a semester and report back to the SGSA membership
2. Vice-President
 - a. Shall perform the duties of the President in the absence or inability of the President to perform such duties.
 - b. Shall represent the S.G.S.A. at all Graduate Student Association Research Allocations Committee meetings and general allocation sessions of the G.P.S.A.

- c. Shall ensure the performance of all S.G.S.A. committees and bring problems to the attention of a regular meeting of the members.
 - d. Shall perform duties as assigned by the President or at a regular meeting of the members
3. Graduate Committee Representative
 - a. Shall help the Graduate Chair with the orientation for new students
 - b. Shall serve as the key contact for incoming graduate students
 - c. Shall meet with the Graduate Chair at least once a semester
 - d. Shall attend meetings of the Graduate Committee when appropriate
4. Secretary
 - a. Shall attend all S.G.S.A. meetings and take such notes as are appropriate, recording business, motions, votes, and occurrences.
 - b. Shall transcribe meeting minutes and distribute them to all members prior to each subsequent meeting.
 - c. Shall distribute all notices of meetings and other notices as may be directed by the President or membership meeting.
5. Treasurer
 - a. Shall keep the accounts of the S.G.S.A.
 - b. Shall keep the accounts current and shall keep them in a fashion as to be open to membership inspection on request during usual business hours.
 - c. Shall prepare and submit an annual budget to the President for approval at a membership meeting.
 - d. Shall be responsible to prepare a bulletin on applying for SRAC funding within two weeks of the beginning of Fall Semester and notify members of funding request deadlines in a timely fashion that encourages members to apply for SRAC funding.
6. G.P.S.A. Representative
 - a. Shall vote at G.P.S.A. functions as may be deemed necessary by the membership.
 - b. Shall attend all G.P.S.A. meetings
 - c. Shall report to membership meetings of all G.P.S.A. activities
 - d. Shall prepare written materials for distribution to the President and membership as may be deemed appropriate and which are within the other provisions of the Charter.
6. Department Speaker Series Representative
 - a. Shall help to implement the Sociology Department Speaker Series in conjunction with faculty and department staff
 - b. Shall make recommendations for professionalization panels and graduate student involvement in the Department Speaker Series
7. Faculty Committee and Departmental Committee Representatives
 - a. All committee representatives shall attend regularly scheduled meetings of their committee and report back to the President or to the next regularly scheduled membership meeting.

8. All Officers

- a. Shall comply with the directives of regular membership meetings approved by majority vote.
- b. Shall attend all membership meetings.
- c. Shall comply with all provisions of this Charter.
- d. Shall comply with the laws of the state of New Mexico and the United States of America and with the rules and regulations of the University of New Mexico.

8. Authorized Signatures

- a. At least three officers shall be listed as authorized signors on requisitions for supplies, services, and distribution of every kind.
- b. Written requests for expenditures shall be delivered to the Treasurer and approved prior to expense.

9. Prohibited Offices

- a. No person shall hold the position of President and Treasurer simultaneously.
- b. The President shall not be named to the Nominations Committee.
- c. The Graduate Committee Representative shall not take part in admissions decisions

VII. Election of Officers

1. Elections

- a. Nominations for President, Vice-President and Graduate Committee Representative shall occur at a membership meeting prior to April 15th. Elections shall occur no less than two weeks after the nominations meetings.
- b. Nominations and election of other officers will be made during the first membership meeting in the Fall Semester and no later than September 15th.

2. Nominations Committee

- a. Nominations for President, Vice-President, and Graduate Committee Representative shall be conducted by a general meeting, or over email.
- b. The President will select a two member Nominations Committee from among those members not nominated for the two offices to oversee the election.
- c. The Nomination Committee shall distribute the slate of candidates to all members no later than two weeks prior to the election.
- d. Absentee ballots shall be provided if requested by a member.
- e. The Nominations Committee shall run the election at the April membership meeting and count the votes, including the absentee ballots.

3. Fall Elections

The President will oversee nominations and elections of other officers at the first meeting in the Fall Semester.

VIII. Meetings

1. The first meeting of the year will be called by the President on or before September 15th. Purpose will be to elect other officers and to distribute SRAC pamphlets so as to encourage the participation of the Sociology Department graduate students in funding possibilities.
2. The President shall call no less than two membership meetings per semester.
3. Meetings will be held in a convenient location.

4. One week's public notice will be given to all members for general meetings.
5. Twenty-five percent of the members may petition for an official convention of a meeting should they desire.

IX. Procedures

1. All membership votes except those for membership qualifications shall pass by a vote of at least 50% of members present at the meeting.
2. Votes to censure or disqualify a member due to violations under section III.4 need a two-thirds majority vote of those members present and absentees casting ballots to pass during a membership meeting.
3. A Quorum shall include five members of the S.G.S.A., at least one of whom must not be an officer.
4. All active members of S.G.S.A. are eligible to vote on all votes.

X. Amendments

This Charter may be amended at any time by a two-thirds vote of those present at a membership meeting as long as notice of said amendments has been sent to all members at least two weeks prior to the meeting in which the vote occurs. Amendments become effective on the date of their ratification.

XI. Activities of the S.G.S.A.

The following are some, but not all, of the activities of the S.G.S.A.:

- a. Participate with and interact with the University of New Mexico Graduate and Professional Student Association.
- b. Do research that benefits the opportunities of its members, such as compiling information on finance possibilities and presentation opportunities.
- c. Work with the Department for bringing special speakers and professors to the University of New Mexico to highlight areas of interest to the graduate students.

APPENDIX H:
Table 7: SOFTWARE INSTALLED IN SOC LAB COMPUTERS

<p>#1 Stata 13 RStudio 3.1</p> <p>*Front Row/ Printer Side</p>	<p>#2 Stata 13 RStudio 3.1</p>	<p>#3 Stata 13 RStudio 3.1</p>	<p>#4 Stata 13 RStudio 3.1 SAS 9.4</p>	<p>#5 Stata 13 ATLAS.ti 7</p>	<p>#6 Stata 13 ATLAS.ti7 EndNote X7</p>
<p>#7 Stata 13 RStudio 3.1 EndNote X7</p>	<p>#8 Stata 13 RStudio 3.1 Photoshop 6</p>	<p>#9 Stata 13 RStudio 3.1 SPSS 19</p>	<p>#10: Stata 13 RStudio 3.1 SAS 9.4 SPSS 22 Stat/Transfer</p> <p>(#10 contains all quant. software for use with Stat/Transfer)</p>	<p>#11 Stata 13 NVivo 10</p>	<p>#12 Stata 13 NVivo 10 EndNote X7</p>

**APPENDIX I:
Table 8-- COMPARISON OF A&S OPERATING BUDGETS**

APPENDIX I: COMPARISON OF A&S DEPARTMENTS' I&G OPERATING BUDGETS PER SCH & TENURE-TRACK FACULTY & MAJORS; ALSO TUITION GENERATED/OPERATING \$

FALL 2014 DATA updated to FY2016 where available

Department	Tenure-Track Faculty Count*	Enrollment totals	SCH totals	SCH-Faculty ratio	SCH-Faculty Rank	# Majors***	A&S Calculation of Tuition Generated	FY15 Operating I&G Budget	Comparison A: Operating \$ per TT Faculty	Rank on Comparison A	Comparison B: Operating \$ per SCH Generated	Rank on Comparison B	Comparison C: Operating \$ per Major	Rank on Comparison C	Comparison D: Ratio of Tuition \$ Generated to Operating Budget	Rank on Comparison D
American Studies	11	665	1905	181	17	15	\$1,465,394	\$13,093	\$1,190	14	\$7	12	\$873	3	112	7
Anthropology	28	1921	5428	194	15	138	\$4,169,617	\$44,365	\$1,584	10	\$8	8	\$321	11	94	9
Biology	46	3720	9621	209	13	742	\$5,988,346	\$142,477	\$3,097	5	\$15	5	\$192	14	38	16
Chemistry	23	3736	8759	383	5	109	\$4,167,686	\$191,799	\$8,339	1	\$22	3	\$1,769	2	22	20
COM	26	3109	9313	358	6	387	\$4,382,912	\$27,121	\$1,043	18	\$3	17	\$70	19	158	5
EPS	11	951	2711	129	18	115	\$2,743,023	\$84,125	\$4,035	2	\$31	1	\$737	4	32	18
Economics	19	1535	4603	242	9	111	\$2,516,879	\$41,064	\$2,161	7	\$9	6	\$370	9	61	14
English	43	5041	15325	356	7	155	\$6,111,681	\$20,103	\$470	20	\$1	20	\$120	17	317	1
EU	24	1760	5655	236	10	42	\$4,469,854	\$27,357	\$1,140	16	\$5	15	\$394	10	163	4
Geography	12	524	1518	127	19	42	\$909,618	\$13,093	\$1,091	17	\$9	7	\$312	12	69	13
History	30	2158	6448	215	11	136	\$3,666,146	\$34,026	\$1,149	15	\$5	13	\$254	13	106	8
Literatures	16	1028	3070	192	16	37	\$1,697,437	\$21,698	\$1,356	12	\$7	10	\$586	7	78	12
Math & Statistics	38	7314	18769	494	1	86	\$9,517,366	\$52,534	\$1,382	11	\$3	18	\$611	6	181	3
Philosophy	13	1349	4090	315	8	42	\$2,280,000	\$16,209	\$1,247	13	\$4	16	\$386	8	141	6
Physics & Astronomy	32	2701	6270	196	14	60	\$3,356,615	\$111,792	\$3,494	3	\$18	4	\$1,863	1	30	19
Political Science	18	1264	3794	211	12	178	\$1,841,839	\$30,979	\$1,721	9	\$8	8	\$174	16	59	15
Psychology	32	4862	14445	451	2	1055	\$8,483,525	\$101,566	\$3,174	4	\$7	11	\$96	18	83	11
Sociology	19	2543	7784	410	4	442	\$4,677,908	\$18,137	\$955	19	\$2	19	\$41	20	258	2
Spanish & Portuguese	17	2510	7649	450	3	62	\$3,600,639	\$38,402	\$2,259	6	\$5	14	\$619	5	94	9
Speech & Hearing Sciences	12	242	726	61	20	112	\$680,979	\$20,856	\$1,738	8	\$29	2	\$186	15	33	17
Electrical & Computer Engineering**	29					222										

*Best figures available current count (Spring 2016); Sociology count includes Lisa Brody (LWOP but returning Summer 2016 and excludes Robert Fiala (LWOP and retiring June 2016)
 ** ECE Department is located in College of Engineering; data included for internal UNM audience for interpretive context
 Faculty/Majors ratios: A&S mean: 13.4 Sociology: 47 ECE: 8 (data not shown, available upon request)
 ***Includes only majors already located in each Department. I.e. not majors still located within University College rather than departments (since burden primarily falls on departments once majors are fully located therein; results vary slightly if using all majors, but Sociology still ranks 20th)

Non-Departmental Programs, for comparison purposes:
 Afro-American Studies \$289,701
 Chicano Studies \$19,172 (Chicano/a Studies became a department in 2015)
 International Studies \$30,247
 Museum Studies \$61,630
 Navajo Language \$44,360
 Religious Studies \$1,437,117

INTERPRETIVE SUMMARY: 1. Comparisons of operating budgets per tenure-track faculty, per student credit hours generated, and per major all show Sociology ranked #19 or #20 out of the twenty departments on these measures of university support for academic mission
 2. Comparison of tuition departments generate for every dollar in operating budget shows Sociology ranked #2. In this measure of fiscal efficiency

APPENDIX J: ALBUQUERQUE JOURNAL STORY

Bush, Mike. 2015. "NM College Enrollment Decline Leads Nation." *Albuquerque Journal*, May 17, 2015, A1.

New Mexico's colleges and universities saw – by far – the steepest enrollment drop in the nation over the past year.

From spring semester 2014 to the spring of 2015, enrollment in New Mexico's post-secondary institutions plummeted 8.3 percent, compared with a national decline of 1.9 percent, according to a new report by the National Student Clearinghouse Research Center.

Overall, New Mexico had 10,914 fewer students enrolled in its colleges and universities this spring when compared to last spring.

"The declining enrollments in higher education are a concern," said CNM President Kathie Winograd. "In New Mexico, we need to be increasing the percentage of our population that possesses higher education credentials, in order to generate a more robust economy that provides more good jobs."

Oklahoma, with a 5.5 percent drop, had the second biggest decline in enrollment, according to the national study. Only two other states were hit by 5 percent or greater losses: Kentucky, 5.3 percent, Enrollment increased in just nine states, scattered across the country, while declines were recorded in 41. New Hampshire registered the largest growth, 19 percent, followed by Utah with 4.8 percent and Connecticut with 3 percent.

About 18.6 million students are enrolled in the nation's colleges and universities, down about 1 million since 2011.

At that time, because of the great economic recession that began three years earlier, enrollment peaked as more adult workers turned to school for retraining. Since then, as the labor market gradually improved, many of those adult students have left school to go back to work.

"The recovering job market is the most likely cause of the enrollment decline," said Jason DeWitt, research manager at the Clearinghouse.

He noted that, since October 2009, the nation's unemployment rate has dropped 4 full percentage points.

Why the decline?

That, however, doesn't explain why the decline is so great in New Mexico, where the economy lags behind much of the nation. Although New Mexico has now seen nine consecutive months of economic growth and added an estimated 12,000 jobs for the year, the recovery in most other states has been stronger.

If anything, the economic data might suggest that people would stay in school rather than leave.

"Our report is focused more on the national numbers, and it's harder for me to speculate on the drivers in individual states," DeWitt said. "However, I can say that the enrollment declines in New Mexico were not entirely driven by one or two institutions. Rather, they took place in almost all of the state's colleges The decline appears to be linked to population decline, particularly among young adults."

The U.S. Census Bureau estimates that the state's population decreased to 2,085,572 in 2014 from the previous year, when 2,086,895 people lived in New Mexico, a decrease of 1,323.

The report found that nationally the drop was greatest at four-year, for-profit colleges, 4.9 percent, and at two-year public colleges, 3.9 percent. Both sectors tend to attract larger numbers of older students.

Local factors

At CNM, the state's largest two-year school of higher education, enrollment has been declining for the past four years. Prior to that, it rose 10.8 percent in 2010 and another 4.9 percent in 2011, when it spiked at 28,826.

Then, with the economy slowly improving, enrollment dropped 4.7 percent in 2012, then fell again in 2013 by 1.6 percent. It was down again in 2014, by 5.1 percent, and, once again this year by an estimated 1.8 percent. The unofficial enrollment this spring was 25,197.

Winograd said a combination of factors are contributing to the declines.

First, because the economy is picking up steam, “more people could be getting jobs instead of attending college,” she said. Moreover, the number of people moving out of New Mexico has increased, “which can impact college enrollments.” Related to that is the decline in the number of high school students, “which leads to a smaller pool of potential college students.”

Winograd said she hopes the downward trend of the last few years will change soon.

Over at UNM, enrollment has also been sliding for the past few years. And officials there cite many of the same factors as Winograd.

Terry Babbitt, UNM’s associate vice president for enrollment management, said economics and demographics are lurking behind the wings.

“This January, the unemployment rate was 5.9 percent,” he said. “The previous January it was 6.7 percent. That one percentage point counts.”

He noted that, unlike many four-year institutions nationally but like other schools in the state, UNM has a higher average student age. Not only that, New Mexico is one of six states that recently reported a decrease in population.

“We have people leaving the state who normally would be college students,” Babbitt said.

While UNM’s enrollment dropped 3 percent for the year, the enrollment at four-year public schools climbed 0.1 percent nationally.

Meanwhile, at New Mexico State University, enrollment declined 5.6 percent from the fall 2013 semester to the beginning of this academic year.

Other findings in the report that covers 96 percent of schools eligible for Title IV federal aid:

- Students over the age of 24 represent 38 percent of the total spring 2015 enrollments, but account for 74 percent of the decline in total enrollments over the past year.
- Two-year public institutions lost nearly a quarter of a million enrollments in the past year and are down 415,000 from spring 2013. Students over the age of 24 account for three-quarters of this decline.
- Full-time enrollment declined at a higher rate, 2 percent, than part-time enrollment, 1.7 percent.
- Enrollment of men declined by 2.1 percent, a slightly higher rate than women, 1.7 percent.

APPENDIX K:
Table 9: SOCIOLOGY ENROLLMENT TRENDS, 2013-2015

	# Sections Taught		# Students Enrolled		Change 2013-14:	Change: 2013-14
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	# sections	# students
-						
Overall	87	78	4297	3376	-21	-921
Graduate	7	7	65	54	-17	-11
Lower	32	23	2383	1696	-29	-687
Upper	48	48	1849	1626	-12	-223

Thus, when looked at overall total: Sociology's total # of sections decreased by about 10% and total # of students decreased by 21.4%

Note that this is updated data, so it no longer shows an increase in sections and a decrease in students. Still, this is a bad picture.

Full data on enrollment trends in the Criminology B.A. are available at:

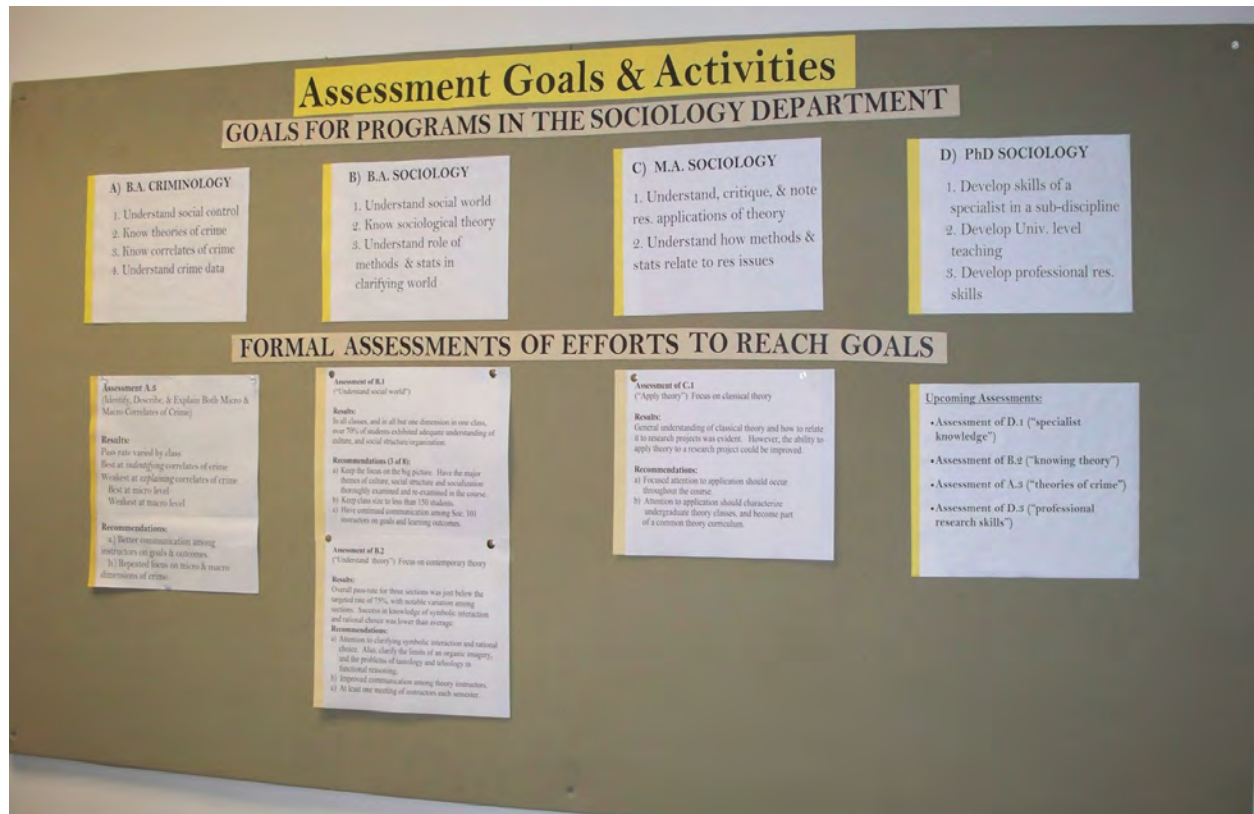
<https://drive.google.com/file/d/0B4pPfe4NNllacThtRXZzYzRoSWc/view?usp=sharing>

Full data on enrollment trends in the Sociology B.A. are available at:

<https://drive.google.com/file/d/0B4pPfe4NNllaRnBjNm5aTnJuNEE/view?usp=sharing>

Each spreadsheet contains full details for race & ethnicity and gender over the last ten years; note multiple pages to each spreadsheet (click tabs at bottom).

APPENDIX L: PHOTOGRAPH OF BULLETIN BOARD ON ASSESSMENT EFFORTS



APPENDIX M: FROM 5-YEAR HIRING PLAN

We have compiled the available teaching productivity information for Fall 2014 semester. The data indicate that the Department of Sociology is indeed carrying a heavy per capita teaching burden. Table 10 below lists the number of tenure-track faculty in each department within the College of Arts & Sciences in Fall 2014. (Note: this only includes tenure-stream faculty and lecturers; visiting faculty, post-docs, Emeritus faculty, and part-time instructors have not been counted. We have also included all faculty members, whether or not they currently hold administrative posts or on leave without pay; if we deleted them, our ratios would be much higher.) It also lists the number of majors, based on an April 2015 Hyperion report. Based on this information, we calculated the number of majors per faculty in each department.

**TABLE 10: MAJORS, FACULTY, AND MAJORS PER FACULTY:
FALL 2014**

Department	# of Undergrad Majors	# Faculty (AY2014-15)	# Majors per Ten-Tr Fac*
Psychology	1786	32	56
Soc. & Crim.	894	22	41
Biology	1238	46	27
C&J	596	26	23
Political Science	321	18	18
Speech & Hearing Sciences	142	12	12
Economics	211	19	11
Anthropology	268	28	10
Spanish & Portuguese	159	17	9
EPS	188	21	9
Chemistry	203	23	9
History	244	30	8
English	339	43	8
Philosophy	92	13	7
Linguistics	112	16	7
FLL	135	24	6
Math & Statistics	184	38	5
Geography	56	12	5
Physics & Astronomy	124	32	4
American Studies	28	11	3

* These numbers have been rounded up or down.

Based on Table 10, we can see that Psychology has the most burdensome faculty-to-major ratio (1:56), followed closely by Sociology/Criminology (1:41).⁸ These two departments have much higher ratios than the others. The statistical average (or mean) ratio for all A&S departments is 1:14 and the median ratio is 1:9. To bring the Department of Sociology to the 1:14 ratio, we would need to have 64 faculty members. To bring our ratio down to a more realistic level of 1:25, we would need 36 faculty. This is what we would like to aim for over the next ten years, with an interim goal of 32 faculty over the next five years. Although that may seem like a high number, we would like to emphasize that a faculty-to-majors ratio of 1:25 would simply move us from a #2 to #3 ranking of burden, behind Psychology and Biology. Our ratio would still be greater than 17 of the 20 departments in A&S.

We note that the faculty members per major represents the best simple measure of the overall undergraduate teaching burden of a Department, since *majors* represent the heaviest undergraduate demand on faculty and staff time, whereas student credit hours can sometimes be generated *en masse*, without nearly such significant faculty investment.

However, another measure of a department's teaching profile is the overall student credit production of each department. Clearly, some departments – such as Math and English – teach an immense number of undergraduates who need to fulfill their core curricular requirements. Table 2 (on the next page) provides data on each A&S Department's enrollments and student credit hours for the Fall 2012 semester. Based on this measure, the heaviest ratio of faculty to students enrolled in department classes are faced by six departments: Psychology, Spanish & Portuguese, C&J, English, Math & Stats, and Sociology.

In short, by either measure, the Sociology Department is in urgent need of hiring additional faculty.

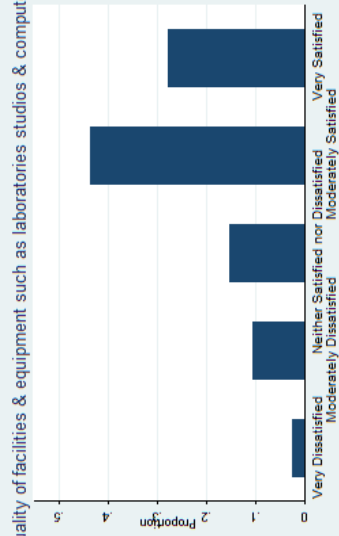
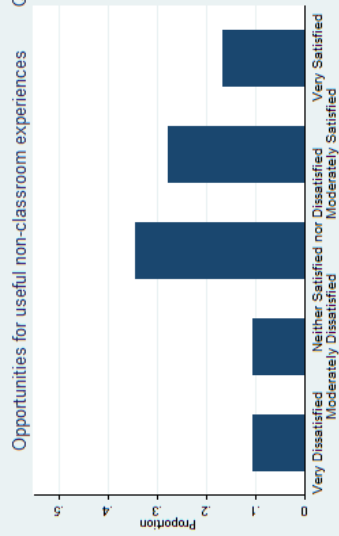
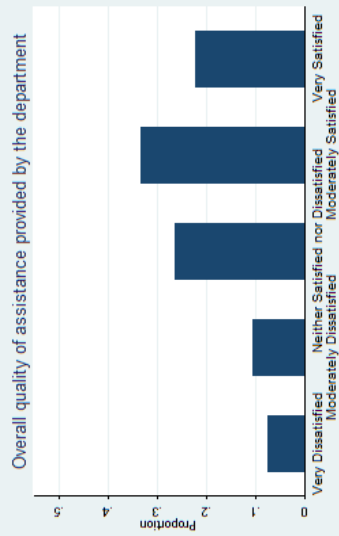
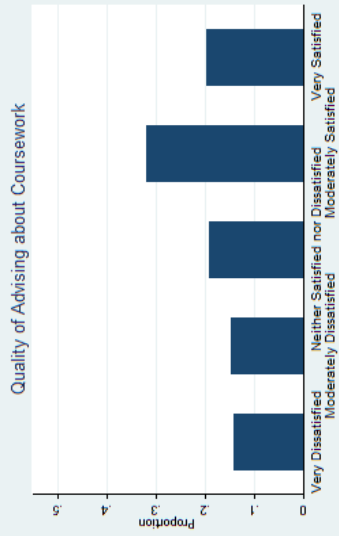
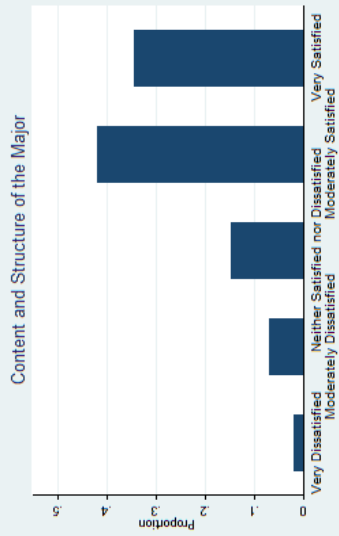
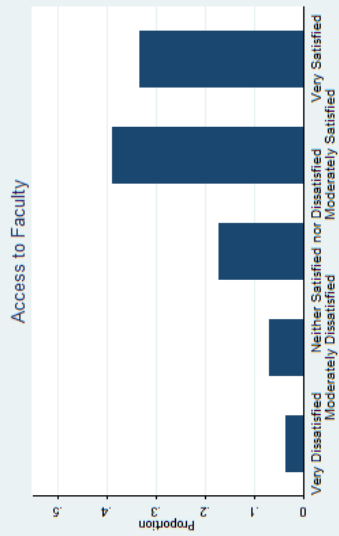
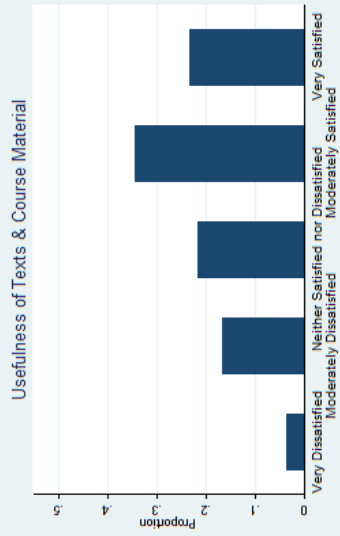
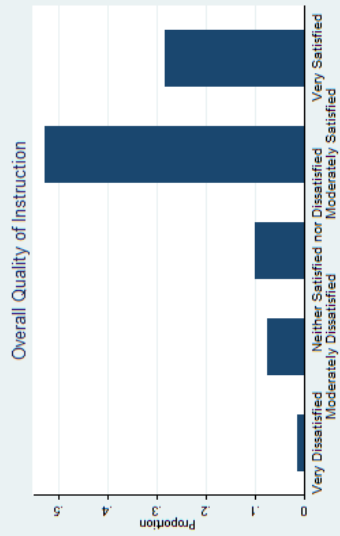
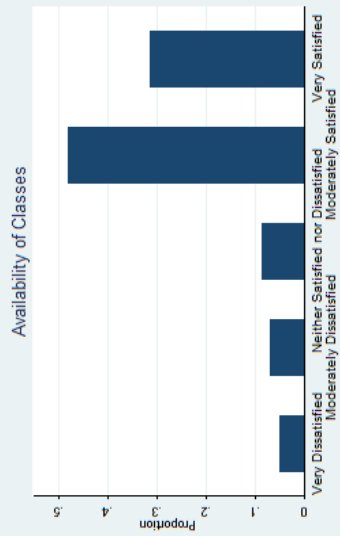
To handle the tremendous number of students in our classes, the Sociology Department in the past has relied very heavily on part-time instructors. We have made progress in this regard, particularly in our Criminology program. But as recently as Spring 2014, nearly three-quarters (74%) of our undergraduate courses were taught by part-time instructors or graduate student instructors; only a quarter were taught by regular faculty. As a result, in our Sociology program, we still have undergraduate majors who wish to apply for graduate school but have never taken a course from a regular faculty member, making it difficult to get strong letters of recommendation.

⁸ Note that if we used the 18 faculty teaching FTE currently relevant in Sociology (22 formal FTE - 1 LWOP - 3 admin/service FTE = 18) then the Sociology ratio would be 1:50.

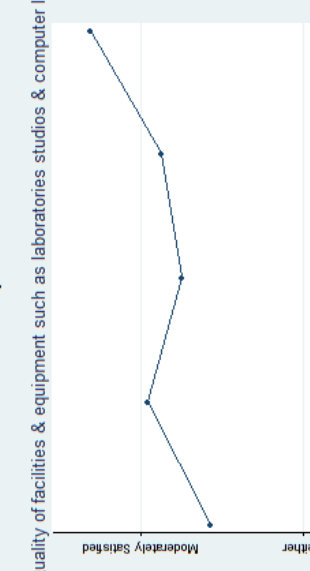
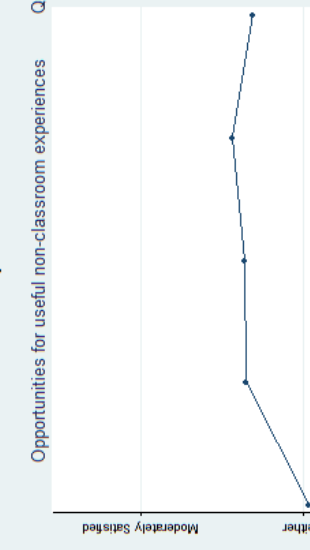
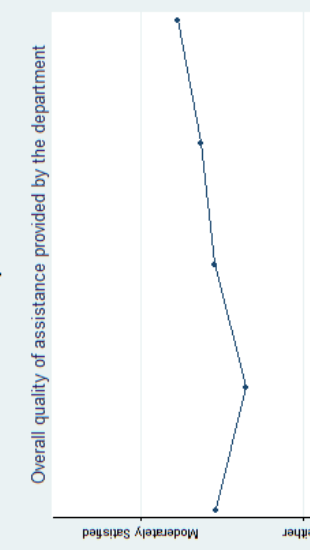
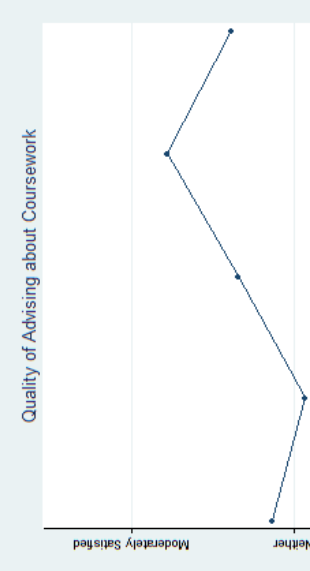
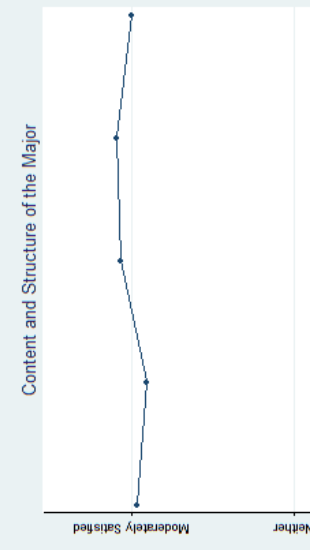
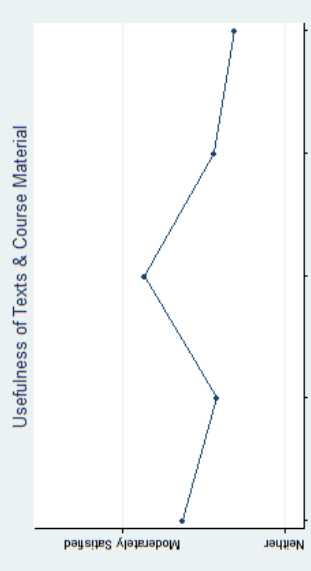
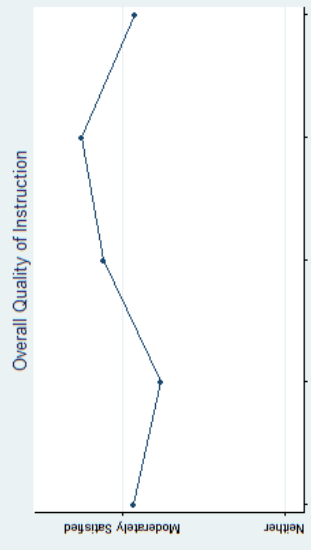
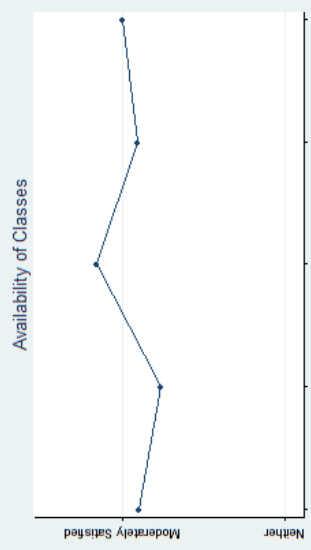
**APPENDIX N:
UNDERGRADUATE STUDENT EXIT SURVEYS**

[See following 6 pages for graphs of descriptive data from exit surveys]

How satisfied are you with following elements related to your major program?



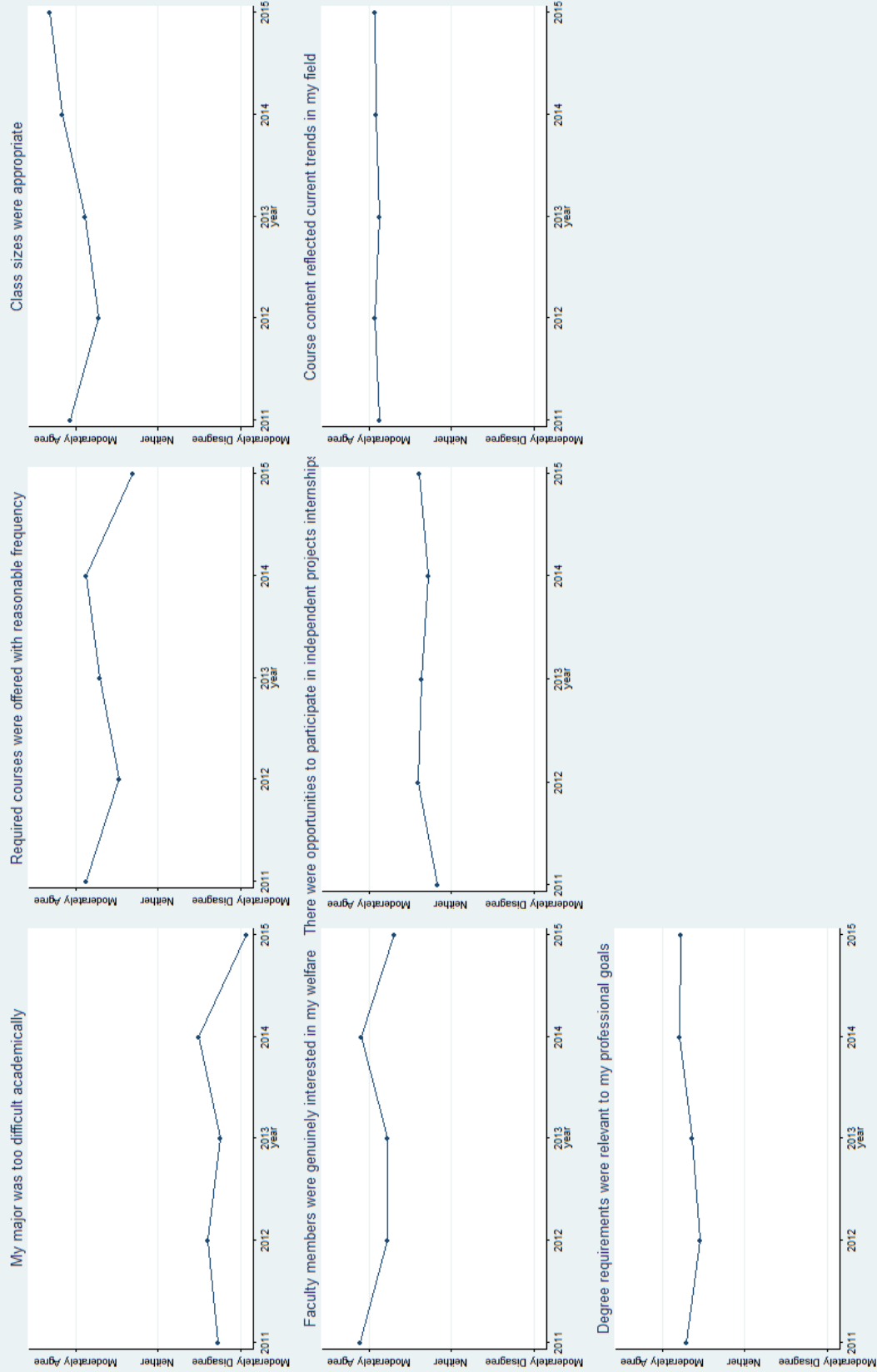
How satisfied are you with following elements related to your major program?



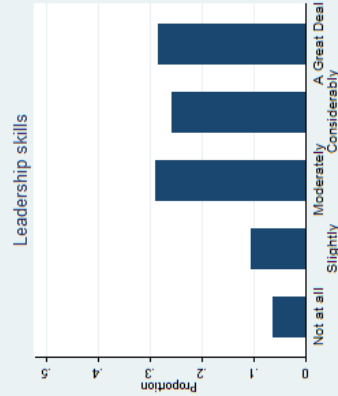
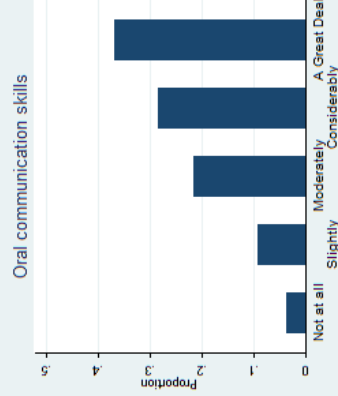
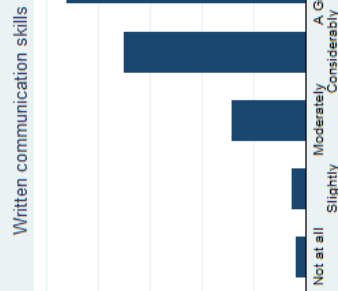
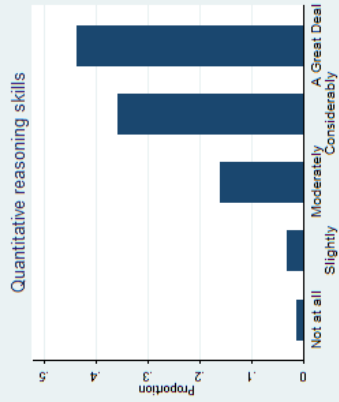
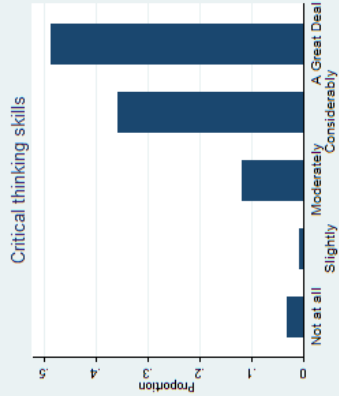
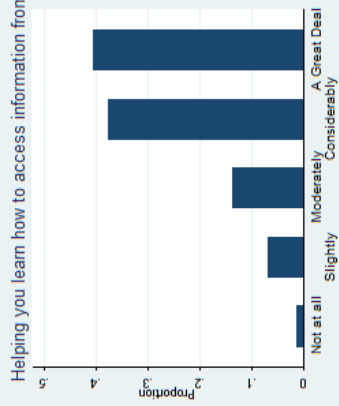
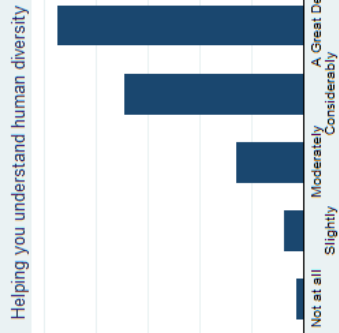
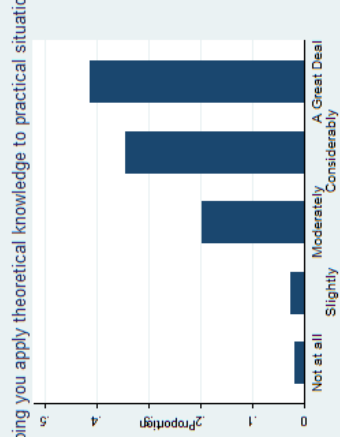
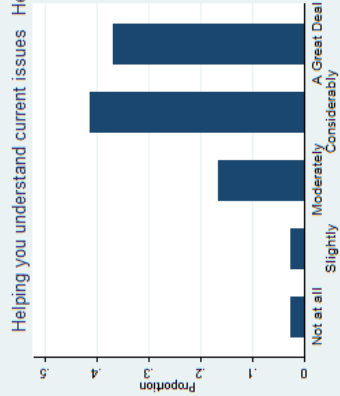
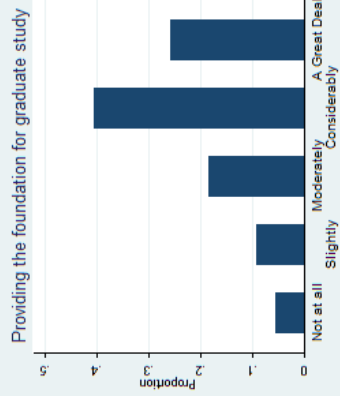
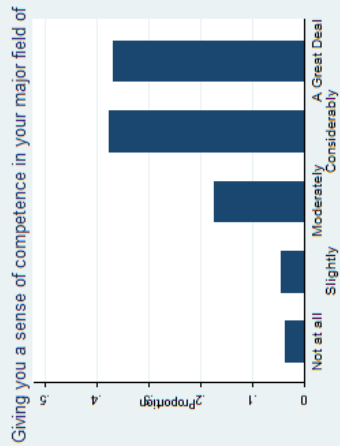
Please indicate your level of agreement with the following statements:



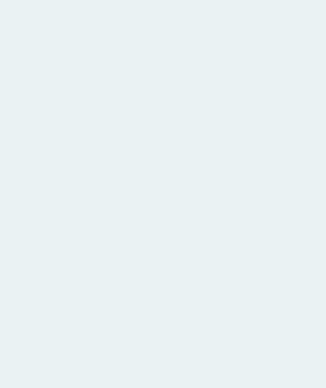
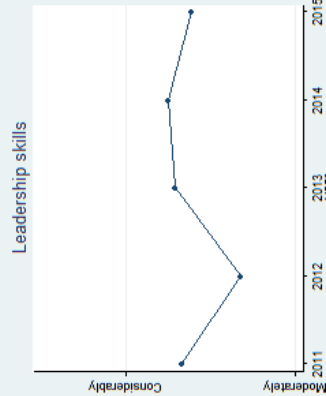
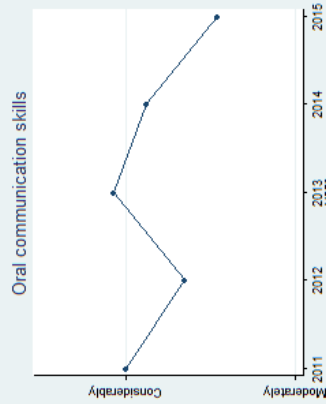
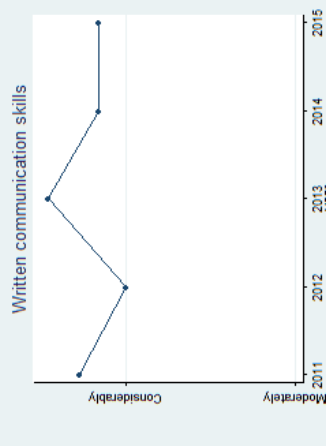
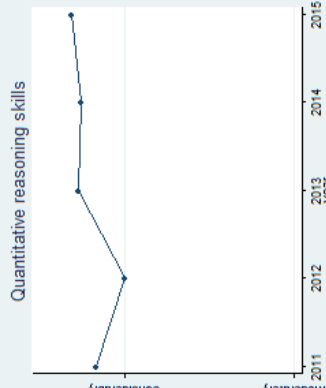
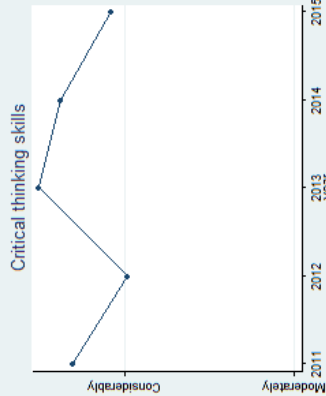
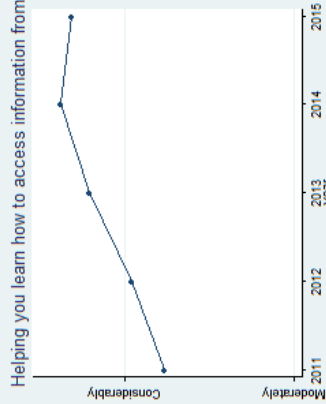
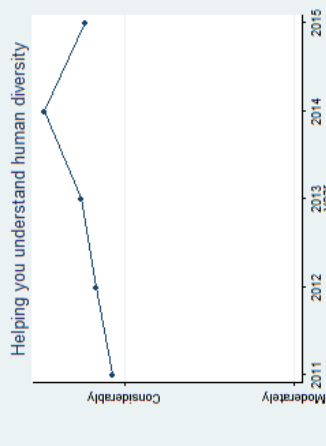
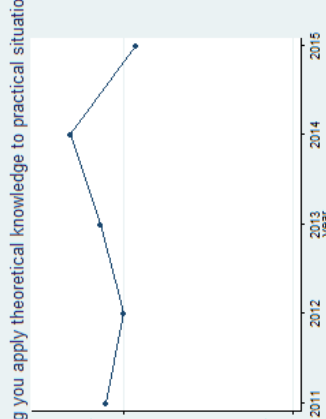
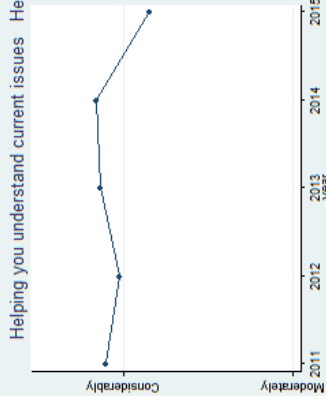
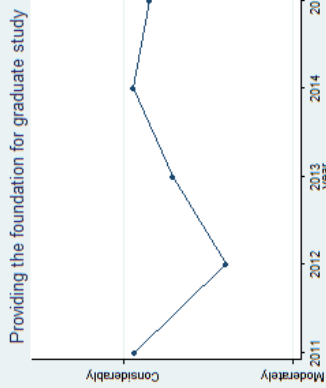
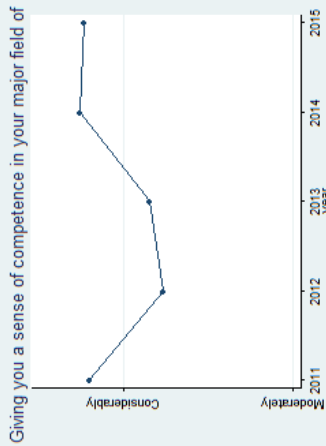
Please indicate your level of agreement with the following statements:



To what extent did your major program help you improve the following?



To what extent did your major program help you improve the following?



APPENDIX O

APPENDIX O:

The following table summarizes how we assess learning for each degree program's student learning objective, including both our sampling strategy and our direct measures (for space reasons, we do not show here the indirect measures also used).

Appendix O: Measuring SLOs					
Program	SLO	Sample	Direct Measurement(s)	Indirect Measurement(s)	Year in Cycle
BA Sociology	A1. Students will be able to define social structure (aka social organization) and explain some important elements of social structure, including status, role, class, power, ethnicity, race, gender, and social stratification.	Simple or clustered random sample of all Sociology 101 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	A2. Students will be able to define culture and explain some important elements of culture, including beliefs, values, norms and language.	Simple or clustered random sample of all Sociology 101 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	A3. Students will be able to explain the socialization process and how it operates through at least three major agents of socialization (for example, the family, education, peer groups, and the media).	Simple or clustered random sample of all Sociology 101 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	B1. Students will be able to explain the major themes of Marxian, Durkheimian, and Weberian perspectives on the social world.	Simple or clustered random sample of all Sociology 371 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	B2. Students will be able to compare and contrast these perspectives.	Simple or clustered random sample of all Sociology 371 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17

	C1. Students will be able to explain the major concepts and assumptions of at least two of the following perspectives in contemporary sociological theory: symbolic interactionist theory; rational choice, utilitarian, and/or exchange theory; phenomenology; the perspective of Parsons, Bourdieu, Giddens, Habermas, or Foucault; feminist theory; socio-biology.	Simple or clustered random sample of all Sociology 371 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	C2. Students will be able to discuss the merits and limitations of each of the two chosen theoretical perspectives.	Simple or clustered random sample of all Sociology 371 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
BA Sociology (continued)	D1. Students will be able to explain the major characteristics of the scientific method.	Simple or clustered random sample of all Sociology 380 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	D2. Students will be able to explain the major characteristics of surveys, field research/ethnography, and experiments.	Simple or clustered random sample of all Sociology 380 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	D3. Students will be able to discuss the main ethical concerns sociologists face in conducting research and how sociologists attempt to overcome those ethical concerns.	Simple or clustered random sample of all Sociology 380 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	E1. Students will be able to describe the difference between descriptive and inferential statistics.	Simple or clustered random sample of all Sociology 381L students during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).	Post-semester online survey question asking students to rate their learning of this SLO on a	2014-15

						4 point scale (excellent, good, fair, poor).	2014-15
	E2. Students will be able to describe and give examples of what is meant by measures of central tendency and measures of variation.	Simple or clustered random sample of all Sociology 381L students during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).			Post-semester online survey question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15
	E3. Students will be able to explain what is meant by correlation, how knowledge of the correlation between two or more variables helps clarify understanding of the social world, and why correlation does not necessarily imply causation.	Simple or clustered random sample of all Sociology 381L students during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).			Post-semester online survey question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15
	E4. Students will be able to explain the logic of multivariate analysis, including the concept of controlling for variables	Simple or clustered random sample of all Sociology 381L students during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).			Post-semester online survey question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15
BA Criminology	A1. Students will be able to identify three major sources of crime data: official data (UCR/NIBRS), victimization data (NCVS), and self report data (e.g., NYS, MTF)	Simple or clustered random sample of all Sociology 312 students during the assessment year.	In-class multiple choice exam questions.			Online survey of Criminology faculty rating their perception of learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15
	A2. Students will be able to identify strengths and weaknesses of each source.	Simple or clustered random sample of all Sociology 312 students during the assessment year.	In-class multiple choice exam questions.			Online survey of Criminology faculty rating their perception of learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15
BA Criminology (continued)	A3. Students will be able to identify the kinds of research questions each source of data can address and the types of questions each is unable to adequately address.	Simple or clustered random sample of all Sociology 205 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).			Online survey of Criminology faculty rating their perception of learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2014-15

	B1. Students will be able to identify some of the key correlates of crime (e.g., age, gender, race, SES)	Simple or clustered random sample of all Sociology 312 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	B2. Students will be able to articulate some of the explanations/mechanisms that help explain these correlations.	Simple or clustered random sample of all Sociology 312 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	B3. Students will be able to distinguish between micro- and macro-level correlates of crime and related explanations.	Simple or clustered random sample of all Sociology 312 students during the assessment year.	In-class multiple choice exam questions.	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16
	C1. Students will be able to articulate the key assumptions, central arguments, and core hypotheses of mainstream criminological theories (e.g., social control, strain, labeling, social disorganization).	Simple or clustered random sample of all Sociology 213 or 312 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	C2. Students will be able to distinguish between individual and macro-level theories.	Simple or clustered random sample of all Sociology 213 or 312 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	C3. Students will be able to apply these theories to empirical facts at both the micro and macro levels (e.g., peers and crime (micro) or poverty rates and crime rates (macro)).	Simple or clustered random sample of all Sociology 213 or 312 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17

	D1. Students will be able to identify the key functions and goals of criminal justice institutions.	Simple or clustered random sample of all Sociology 205 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
BA Criminology (continued)	D2. Students will be able to explain the nature and form of inequality in the criminal justice system (especially race, class and gender) and be able to articulate the central (and often competing) explanations for these inequalities.	Simple or clustered random sample of all Sociology 205 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	D3. Students should be able to identify and discuss some of the factors and/or conditions that make formal social controls more or less effective.	Simple or clustered random sample of all Sociology 205 students during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Course evaluation question asking students to rate their learning of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
MA Sociology	A1. Students will be able to explain the major themes of a Marxian, Weberian, and Durkheimian perspective on the social world.	All students taking Sociology 500 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	A2. Students will be able to discuss the differences, merits, limitations, overlapping characteristics, and possible ways to integrate two or more of the three classic perspectives.	All students taking Sociology 500 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17
	A3. Students will be able to derive at least two research hypotheses from two of the perspectives that may be applicable to an area of their own interest. They will also be able to provide a brief description of a possible research project that investigates the hypotheses.	All students taking Sociology 500 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17

					scale (excellent, good, fair, poor).	2016-17
	B1. Students will be able to explain how concepts, relationships, middle-range theory and general theory relate to one another in comprising what we mean by theory (note: there are several alternative terms to middle-range and general theory that are not noted here). They will be able to note some major concepts, relationships, and perhaps middle-range theory found in a major perspective in contemporary sociological theory.	All students taking Sociology 513 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17	
	B2. Students will be able to explain and critique at least two theoretical perspectives that are part of contemporary sociological theory.	All students taking Sociology 513 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17	
MA Sociology (continued)	B3. Students will be able to explain two research hypotheses that are associated with the two perspectives described above. They will be able to provide a brief description of a possible research project that investigates the hypotheses.	All students taking Sociology 513 during the assessment year.	Course paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2016-17	
	C1. Students will be able to explain the major characteristics of the scientific method, and how it differs from other ways of knowing the world.	All students taking Sociology 580 during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).	2015-16	
	C2. Students will be able to explain the major approaches to research design, data collection, and data analysis in contemporary sociological research.	All students taking Sociology 580 during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point	2015-16	

					scale (excellent, good, fair, poor).	2015-16
	C3. Students will be able to explain how a research topic important to them may be investigated using a particular research design, mode of data collection, and mode of data analysis.	All students taking Sociology 580 during the assessment year.	In-class essay question, assessed on a 4 point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).		2014-15
	D1. Students will be able to describe the idea of fitting a line to a scatterplot of points and the least squares concept. They will be able to explain the "ordinary least squares" regression assumptions and their implications, and illustrate the use of OLS regression. They will be able to interpret OLS results, including summary measures of model fit, estimated coefficients, and statistical significance of effects.	All students taking Sociology 581 during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).		2014-15
	D2. Students will be able to explain situations in which OLS regression can and cannot be reasonably applied, and the benefits and limitations of using OLS regression in sociological research.	All students taking Sociology 581 during the assessment year.	Final research project paper, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).		2014-15
	D3. Students will be able to describe, for at least two of the methods listed below, research problems or types of data for which the method is useful. They will also be able to explain the method in a non-technical way, and be able to interpret its main results. Possible methods include generalized least squares, logistic regression, Poisson and negative binomial ... (D3 continued) ... regression, principal component and factor analysis, correspondence analysis, social network analysis, time series analysis, social network analysis, and analysis of hierarchical or clustered data.	All students taking Sociology 582 during the assessment year.	Two research project papers, assessed on a 4-point scale (excellent, good, fair, poor).	Online survey of all current graduate students rating the program's teaching of this SLO on a 4 point scale (excellent, good, fair, poor).		2014-15

PhD Sociology	A1. Students will be able to explain the major characteristics of four sub-disciplines of sociology, note how the sub-disciplines may overlap, and the advantages and disadvantages of disciplinary sub-divisions.	All comprehensive exams taken since the previous assessment.	Comprehensive exams, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Survey of all faculty members who served on a comp exam committee, rating the process on a 5 point scale from "Completely Ineffective" to "Highly Effective"	2014-15
	A2. Students will be able explain and critique the major theoretical and empirical materials in a sub-discipline of sociology.	All comprehensive exams taken since the previous assessment.	Comprehensive exams, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Survey of all faculty members who served on a comp exam committee, rating the process on a 5 point scale from "Completely Ineffective" to "Highly Effective"	2014-15
	A3. Students will be able to discuss research applications of major theoretical perspectives in a sub-discipline of sociology.	All comprehensive exams taken since the previous assessment.	Comprehensive exams, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Survey of all faculty members who served on a comp exam committee, rating the process on a 5 point scale from "Completely Ineffective" to "Highly Effective"	2014-15
	B1. Students will be able to organize a class in sociology and engage in evaluation of student performance in a class in sociology.	All students taking Sociology 531 during the assessment year.	Observation of student teaching, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Course evaluations from all undergraduate courses taught by Phd students during the assessment year.	2016-17
	B2. Students will be able to organize, instruct, and engage in evaluation of student performance in a class in sociology.	All students taking Sociology 531 during the assessment year.	Observation of student teaching, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Course evaluations from all undergraduate courses taught by Phd students during the assessment year.	2016-17
	C1. Students will be able to define and organize a research project.	All dissertation proposals submitted since the previous assessment.	Dissertation proposals, assessed on a 5-point scale (poor, fair, good, very good, excellent).	Survey of all faculty members who served on a dissertation committee, rating the process on a 5 point scale from "Completely	2015-16

					Ineffective" to "Highly Effective"	2015-16
	C2. Students will be able to carry out data collection and analysis for an original piece of research.	All dissertation proposals submitted since the previous assessment.	Dissertation proposals, assessed on a 5-point scale (poor, fair, good, very good, excellent).		Survey of all faculty members who served on a dissertation committee, rating the process on a 5 point scale from "Completely Ineffective" to "Highly Effective"	2015-16
PhD Sociology (continued)	C3. Students will be able to write a professional report of the empirical and theoretical results of a research project.	All dissertation proposals submitted since the previous assessment.	Dissertation proposals, assessed on a 5-point scale (poor, fair, good, very good, excellent).		Survey of all faculty members who served on a dissertation committee, rating the process on a 5 point scale from "Completely Ineffective" to "Highly Effective"	2015-16

APPENDIX P:
Table 11: SOCIOLOGY PhD & MA DEGREES BY GENDER & RACE/ETHNICITY
2010-2015

APPENDIX P:
Sociology PhD and MA Degrees by gender and race/ethnicity: 2010-2015

	PhD degrees completed	Black or Afro American	Hispanic	White	Two or More Races	American Indian	Unknown	Non-Res Alien	Row Total
PhD									
Female	8		2	5		1			16
Male	8	1	1	4			2		16
Column total	16	1	3	9	0	1	2		32
									0
MA		Black or Afro American	Hispanic	White	Two or More Races	Amer. Indian	Unknown	Non-Res Alien	
Female	14		1	11	1			1	28
Male	3			3					6
Column total	17	0	1	14	1	0	0	1	34