Department of Sociology
AQUAD Self-Study Report, 2012

Russell K. Schutt, Ph.D.
Chair, Department of Sociology

Stephanie W. Hartwell, Ph.D.
Director, Graduate Program in Applied Sociology

Paul Benson, Ph.D.
Associate Chair, Department of Sociology

Philip A. Kretsedemas, Ph.D.
Chair, Curriculum Committee

Andrea Leverentz, Ph.D.
Director, Forensic Services Graduate Certificate Program
Director, Criminal Justice Major
Chair, Lecturer Review Committee

Philip S. Brenner, Ph.D.
Director, Graduate Certificate Program in Survey Research

Reef Youngreen, Ph.D.
Director, Social Psychology Joint Major

We are grateful for the contributions of many colleagues and for the ongoing support and specific contributions to this report of Genevieve Morse, Jacqueline R. Ryan, and Alison Moll, M.Ed. We also thank Jennifer Brown, Ph.D., Office of Institutional Research, and Janet Stewart, MLS, Healey Library, for their contributions to the report.
## Table of Contents

Overview ............................................................................................................................................ 4

I. Description ......................................................................................................................................... 5

   A. Description of program .................................................................................................................... 5
      1. Program identity ............................................................................................................................. 6
      2. Mission ......................................................................................................................................... 6
      3. Goals and Objectives .................................................................................................................... 10
      4. Curriculum .................................................................................................................................... 19
      5. Advising system ............................................................................................................................. 36
      6. Co-curricular activities ................................................................................................................. 37
      7. Scheduling .................................................................................................................................. 39

   B. Description of human and material resources .............................................................................. 40
      1. Full time faculty ............................................................................................................................ 40
      2. Part time faculty and students with instructional roles ................................................................. 43
      3. Professional and classified staff .................................................................................................... 45
      4. Material resources ......................................................................................................................... 46
      5. Library use .................................................................................................................................. 47
      6. Student support (Graduate only) ................................................................................................. 49

   C. Student profile ................................................................................................................................. 49
      1. Enrollment ..................................................................................................................................... 49
      2. Survey results ............................................................................................................................... 54
      3. Descriptive data on students in the program ................................................................................ 61

II. Assessment ....................................................................................................................................... 63

   A. Teaching and learning ..................................................................................................................... 63

   B. Professional service and outreach .................................................................................................. 80
C. Scholarly representation of and contributions to the discipline or profession .................. 83

D. Resource use ...................................................................................................................... 89

III. Plans for the future ........................................................................................................ 95

IV. Appendices ..................................................................................................................... 104

Program brochures .............................................................................................................. 104
Proposal for a PhD Program in Sociology ......................................................................... 104
Report on the proposal by the Sociology Department to establish a Ph.D. program ...... 104
Response to the Sociology PhD Proposal Review .............................................................. 104
MOU, UMass Boston – Hannover Medical School.............................................................. 104
MOU, Brenner-Sociology-CSR ............................................................................................ 104
Graduate Survey Research Certificate Program Proposal ............................................... 104
Proposal for a Revised Joint Major in Social Psychology ................................................. 104
Handbook for Tenure Track Faculty ................................................................................ 104
Handbook for Non-Tenure Track Faculty ......................................................................... 104
Advising Handbook ............................................................................................................ 104
Department of Sociology Constitution ............................................................................ 104
Sociology course schedules, 2011-2012, 2012-2013 ....................................................... 104
Sociology student evaluation instrument .......................................................................... 104
Sociology, Social Psychology, Criminal Justice learning assessment rubrics .................. 104
Survey of majors ................................................................................................................ 104
RTF report ............................................................................................................................ 104
Faculty CVs .......................................................................................................................... 104
Course syllabi ...................................................................................................................... 104

References ............................................................................................................................ 105
Overview

The Department of Sociology has engaged in a remarkable process of growth and transformation since our last Academic Quality Assessment and Development (AQUAD) review. Between 2005 and 2012, we have welcomed many more undergraduate students as majors and we have increased our student support services; we have strengthened and internationalized our curriculum; we have launched a new graduate certificate program and designed a doctoral program. During the same period, we have expanded and diversified our faculty and we have multiplied our contributions to research, scholarship, and public service. We now have each year the largest or second-largest number of majors among university departments, one of the most diverse faculties and student bodies, one of the most successful records of extramural funding, and will soon have one of only four CLA doctoral programs.

This process of growth and transformation began prior to 2005, with the opening of our Graduate Program in Applied Sociology and then with the start of our major in criminology and criminal justice. The process has accelerated in the last three years, as we have hired seven new tenure track faculty, launched new programs to support student success, and designed two new graduate programs. The process will continue in the next few years, as we implement our doctoral program and as faculty expand their research and writing in response to increased time provided for research and scholarship. But although this process is ongoing, it is in Academic Year 2012-2013 that our department has completed laying the foundation for our future success. This is an apt occasion to review our past actions and assess our future plans.

These changes can only be understood in the context of changes in our university, our discipline, and the larger social world. UMass Boston’s strategic plan to achieve a Carnegie “Research University/High” ranking while preserving its “teaching soul” and its community connections have made our transformation possible. Our discipline’s historical dialogues about applied and pure research; about the value of interdisciplinarity—including the appropriate connection of sociology with criminology and criminal justice; about balancing teaching and scholarly goals; and even about the advantages of different methodologies and theories have each shaped our decisions. Our social world’s increasing global interconnectedness, its virtual (online) presence, and its use of social research have motivated many of our actions.

This report documents the multiple ways in which UMass Boston’s Department of Sociology purveys and practices the intellectual perspective and research skills of sociology and the related fields of social psychology and criminology/criminal justice and trains students to use these perspectives and skills in work settings. First we describe our department's general mission and its more specific goals and objectives. We then document the programs we offer, the students we serve, and the resources we use. We emphasize our contributions to the education of our students, the scholarship of our discipline, and the quality of life in our community. We highlight the new programs we have launched and the new faculty we have recruited. We conclude by evaluating the quality of our work and presenting plans for the future.
I. Description

The Department of Sociology’s focus is on the core values of UMass Boston’s academic and urban mission. Our undergraduate majors, our graduate programs, our scholarship, and our many service activities each reflect our commitment to that mission.

The goal of sociology and the related discipline of criminology is to understand how the social world works by studying individuals, families, social groups, communities, societies, and cultures. Sociologists and criminologists employ a variety of research methods to investigate individual-group relations, interactions between individuals, groups, and larger collectivities, and the broader institutional structures and societal patterns that constrain and change individuals and groups. Specific sociological concerns range from human development and socialization processes, social conflict and consensus, immigration and globalization, to social deviance and crime, educational and occupational achievement, health and illness, and organizations and occupations.

A. Description of program

In this section of the report, we first describe our department's general mission and the goals and objectives that have guided us in recent years. We then document the structure of each of our programs and identify goals and objectives for each program, we describe the faculty and other resources used to deliver these programs, and we report on the characteristics and orientations of the students we serve. In addition to emphasizing our contributions to educating our students, we emphasize our engagement in the scholarship of our discipline and out commitments to serving our community. We emphasize the new programs we have designed—the PhD Program in Sociology and the Graduate Certificate Program in Survey Research, the new courses we have created, the new faculty we have hired, the students we have taught and the resources we have acquired.

Sociology’s core concerns extend into areas addressed by other disciplines and so like many other departments of sociology, we offer majors in addition to Sociology: Criminology/Criminal Justice and Social Psychology (with the Department of Psychology). Sociology’s core concerns can guide social policy and practice as well as inform social thought, and so in addition to our regular academic courses, we provide training in sociological practice: structured internships at the undergraduate level, a Graduate (MA) Program in Applied Sociology, a Graduate Certificate Program in Forensic Services, and a Graduate Certificate Program in Survey Research. Sociologists who teach and conduct research in the academy and those who direct research units and social policy institutes must be trained at an advanced, doctoral level, and so to meet this need we have designed a PhD Program in Sociology that will begin in fall 2013.
1. **Program identity**

The Department of Sociology offers three undergraduate majors, one master’s degree (and a combined BA/MA), two graduate certificates, and a PhD Program (starting next fall):

- Sociology (Bachelor of Arts)
- Criminal Justice (Bachelor of Arts)
- Social Psychology (BA joint major with the Department of Psychology)
- Graduate Program in Applied Sociology (Master of Arts)
- Five-Year BA/MA Program in Applied Sociology
- Graduate Certificate Program in Forensic Services (with UMass Boston’s Department of Counseling and School Psychology, in collaboration with the Department of Psychology)
- Graduate Certificate Program in Survey Research (with UMB Center for Survey Research)
- PhD Program in Sociology.

We also offer cross-listed courses in collaboration with several other departments and programs:

- Asian American Studies program (4 courses)
- Women’s Studies program (1 course)
- American Studies major (1 course)
- Communications major (3 courses)
- Latino Studies program (1 course).
- Gerontology and Public Policy PhD programs (1 course).

2. **Mission**

The Department of Sociology’s focus is on the core values of UMass Boston’s academic and urban mission. Our undergraduate majors, our graduate programs, our scholarship, and our many service activities each reflect our commitment to that mission. We seek to enrich the fields of sociology, criminology, and social psychology with our scholarship, increase our students’
mastery through our teaching, and improve our urban and global environments through public service. Our department is distinguished by its commitment to excellence along each of these three dimensions.

The University of Massachusetts Boston is a public research university with a special commitment to urban and global engagement. UMass Boston also seeks to provide its students with a multi-cultural educational environment and to provide its community with new knowledge that also serves the public good (adapted from the Statement of Mission and Values, September 2010). As one of the largest academic departments at UMass Boston and as representative of a discipline that has historically been engaged in urban and global issues and in knowledge related to the solution of public needs, the Department of Sociology not only shares this mission and these priorities; it is a major contributor to these priorities and one of the means by which they are sustained.

As sociologists, criminologists, and social psychologists, our central mission is developing and applying sociological and related social science knowledge and helping students achieve mastery of our disciplines. Mastery of our disciplines requires firm grounding in three areas: theories that explain social phenomena across diverse times, places, and social units; research methods for investigating social processes; and substantive knowledge based on empirical research about particular social issues. Sociological, criminological, and social psychological theories, research methods, and substantive knowledge can be used to inform social policy, evaluate social programs, and increase self-awareness. Sociological insights often lead to synergistic combinations across disciplinary boundaries with the insights of psychologists, economists, political scientists, anthropologists, and historians. The intellectual perspective and technical skills of sociology, criminology, and social psychology are thus means that students can use to become more informed, critical, and productive participants in the social world of the twenty-first century. Although our primary curricular focus is on our majors and graduate students, our introductory courses enrich the education of many more students throughout the University with the perspectives and substantive knowledge of our disciplines.

Each of the programs we offer emphasizes dimensions of our overall mission. The Sociology major focuses on understanding social relations, social structures, trends in inequality, and culture in context. The Social Psychology joint major focuses students on sociological and psychological knowledge concerning the influence of social processes on individuals. The Criminal Justice major focuses on understanding the sources and causes of crime, the operations of the criminal justice system, and the social forces underlying both crime prevalence and system operations. Our focus in our Applied Sociology MA program has been on applying sociological knowledge to social problems and policies relevant to urban communities and to using research to investigate these problems. Our graduate certificate programs in Forensic Services and in Survey Research both extend this mission.

As we will demonstrate, members of the sociology faculty are leaders in research, teaching, and service. Their leadership role is due in no small part to service that applies as well as generates new knowledge and to teaching activities that enhance student learning outcomes.
Our departmental vision for the new PhD Program in Sociology is also aligned fully with each of the priorities of UMass Boston:

- **A public university.** The design of our doctoral program addresses social issues that are often the focus of public policy: crime and criminal justice, health and health care, and immigration in a global context. Faculty whose primary substantive foci are not in one of these three areas are involved in related areas of sociological research, from social inequality to social psychology, as well as theoretical and methodological approaches that provide a framework for all of our scholarly endeavors. Our current graduate students, in our applied sociology master’s program, seek us out in part because we provide high quality, reasonably priced training in these areas and create or enhance their prospects for building careers in public service. We expect to recruit for our doctoral program students with similar motivations.

- **A research university.** Our program includes a strong core of courses in a range of research methods, with four required courses that ensure strong preparation in both quantitative and qualitative techniques and four additional methods courses available as electives. Our program incorporates our new Graduate Certificate Program in Survey Research, offered jointly with UMB’s Center for Survey Research, with four courses in survey methodology. In addition to these courses, the joint program facilitates student internships and dissertations involving survey research and ensures that we have on our faculty an expert in survey research (Dr. Philip Brenner, from the University of Michigan and the University of Wisconsin, who holds a joint position in Sociology and the Center for Survey Research). The PhD Program also includes collaborations that extend outside of UMass Boston and that provide additional opportunities for research experience and methodological training in epidemiology, mental health services, and comparative health systems. But effective research training is only possible when faculty are actively engaged in the creation of new knowledge and have ongoing research programs that are supported by external grants. Our faculty are productive researchers, who regularly secure grants to support research projects and graduate research assistants and who publish in well-regarded peer-reviewed journals. Our newest assistant professors have joined us with already considerable records of research and publication. The department is also home to the author (Russell Schutt) of one of sociology’s leading research methods texts, with Sage Publications, that has been adapted with co-authors for the fields of criminology, social work, psychology, and education; these texts are used to train tens of thousands of students in research methods around the world.

- **Urban engagement.** Our faculty members are deeply engaged in research in the city of Boston, the larger metropolitan area, and urban areas across the nation and around the world. Projects range from Paul Benson’s Department of Education-funded research on families having children with autism, Stephanie Hartwell’s research on the transition of mentally ill inmates into the community, Heather Zaykowski’s research with colleagues in the Veterans Administration on support programs for homeless persons in Springfield, Massachusetts, and Andrea Leverentz’s research on the engagement of female ex-offenders in urban communities and community narratives of crime, to Glenn Jacobs’
research on school policy in Chelsea, Russell Schutt’s research with community health workers, homeless shelters and a teen violence prevention program, and Lakshmi Srinivas’s studies of the sociology of cinema in Indian cities. Philip Brenner, in his joint position at the Center for Survey Research, helps lead training programs in survey research for researchers throughout the Boston area. Our program also engages students in urban issues through current coursework, our proposed doctoral concentration in Communities and Crime, internship placements in the Boston area, and trips to criminal justice and mental health agencies as part of our Forensic Services Graduate Certificate Program.

- **Global engagement.** The Department of Sociology is deeply engaged in research and theorizing about global changes. Twelve (57%) of our 21 tenured and tenure-track faculty (as of fall 2013, counting our one joint appointment as FT) have significant international experience and engagement in scholarship that is global in its scope. Cinzia Solari studies migrant labor around the world, Phil Kretsedemas studies immigration processes and writes about immigration policy, Keith Bentele is investigating changes in inequality in Norway, Jorge Capetillo is studying cultural change in Latin America, Lakshmi Srinivas investigates media in South Asia, Xiaogang Deng compares methods of social control in China and the United States, Bianca Bersani studies U.S. immigration and crime, as well as offending in the Netherlands, Glenn Jacobs researches Cuban popular music, and Behrooz Tamdgidi theorizes about global change. Megan Klein Hattori conducts research on youth health issues in Tanzania and Ethiopia, Temitope Oriola has studied social movements in the Niger Delta, and Leslie Wang focuses on international adoptions and orphanages in China. In addition, Russell Schutt has studied patterns of employee engagement in multinational companies and has presented his research at international conferences in Spain and in Sweden, Stephanie Hartwell has been a keynote speaker in Germany and Montreal, and Siamak Movahedi maintains ongoing relations with colleagues in Iran and Italy. These international scholarly engagements of our faculty ensure introduction of diverse global perspectives into our courses and will help to continue to attract a diverse international student body.

- **A multi-cultural educational environment.** The global scholarly engagements of our faculty ensure that students will be exposed to diverse cultures in their courses and will have many opportunities to conduct comparative research. Our ongoing research engagements in diverse urban areas will facilitate recruitment of students from diverse cultural backgrounds. Professor Jorge Capetillo leads Winter and Summer study abroad experiences for UMass Boston students in the Caribbean. In addition, we have developed for our doctoral program’s concentration in medical sociology a new Partnership in Comparative Health Systems and Processes with the Hannover (Germany) Medical School and the International Academy for Life Sciences, which will encourage exchanges of students and faculty. The cross-cultural scholarship of our faculty, the diversity of our students, and the international exchange relationships that we have created and will continue to create will all make for a vibrant multi-cultural educational environment.
• **Knowledge that serves the public good.** Our department has always been distinguished by the commitment of many of its faculty to applied research that contributes to improvement of the public welfare. Megan Klein Hattori seeks to improve health promotion practices among youth in Africa. Stephanie Hartwell assists the Department of Mental Health and Department of Youth Services to evaluate and improve programs for individuals involved with the criminal justice system with serious mental illness who are returning to the community. Glenn Jacobs has studied issues of school control in Chelsea and of gentrification in Jamaica Plain. Paul Benson studies coping strategies among families of children with autism, with funding from the Department of Education. Russell Schutt, Stephanie Hartwell, Keith Bentele, and Xiaogang Deng have led graduate class projects in collaboration with community organizations such as the Louis D. Brown Peace Institute in Boston, Teen Empowerment, the Massachusetts Parole Board, and Massachusetts’ Department of Probation’s Changing Lives Through Literature program. Phil Kretsedemas has worked with legal organizations that assist immigrants and Heather Zaykowski, Stephanie Hartwell, and Russell Schutt have studied Veterans Administration programs. Andrea Leverentz has helped to evaluate a reentry program for the Massachusetts Departments of Corrections and Mental Health and has written reports for policy-oriented audiences, including part of an Urban League/NAACP report. Temitope Oriola’s forthcoming book on Nigeria’s oil insurgency makes recommendations for resolving that conflict. Kevin Wozniak is currently learning about public policymaking in a Congressional Fellowship funded by the American Political Science Association and Leslie Wang has focused attention on problems in patterns of international adoptions.

3. **Goals and Objectives**

The University’s Strategic Planning Implementation Design Team identified Primary Goals & Objectives for the campus in its report, *Fulfilling the Promise* (Agee et al., 2011). Our **Self Study** identifies the ways in which our department is contributing to the achievement of these goals and objectives by advancing the success and development of our students, enriching and expanding our academic programs and research, and improving our learning, teaching, and working environment. In this section, we first indicate how we have contributed to teach of the University’s Primary Goals & Objectives and then list our department’s specific goals and objectives with respect to research and scholarship, student learning, professional service and outreach, distinguishing those that have been entirely or mostly achieved from those on which we will focus in the next seven years. In subsequent sections, we assess our recent achievements and detail our future plans. (PhD Program plans are detailed in the attached Proposal for a PhD Program in Sociology and in the department’s response to the external visitors’ recommendations.)

1. **Advance student success and development** by increasing graduation rates, increasing the percentage of tenure-stream (those who are tenured or eligible for tenure) and full-time non-tenure-stream, research, and clinical faculty, opening the first residence hall by 2014, and establishing an Honors College. (Agee et al., 2011).
Most importantly, we have hired eleven new assistant professors (as of fall, 2013) since the 2005 review. Many of these hires were replacements for colleagues who retired, resigned, or were not granted tenure, so that our new hires represent a net gain of four (this does not take account of the one split appointment in Survey Research, but in any case, a faculty member also dropped since 2005 a joint appointment with the Gaston Institute and now is in the sociology department full-time). Nonetheless, in addition to this 25% increase in our tenure-stream numbers, these new colleagues have brought the latest sociological perspectives and new programs of research to our department. We have also transformed our advising program to provide more support for students in all three of our majors and we have added new honors opportunities for students in our Criminal Justice major. In light of the number of students we serve, we have been able to double the size of our office staff since 2005, from 1.5 to 3.0 positions, with one being a professional staff member who advises many Criminal Justice majors and arranges internships for all three majors.

2. **Enrich and expand academic programs and research** through undergraduate and graduate program development, expansion of on-line offerings and University College, and expansion of the research enterprise. (Agee et al., 2011).

At the undergraduate level, we have added twelve new courses and redesigned one other. We have also converted two more courses to an online format and have increased the frequency of offering course sections online. Our offerings through University College have continued to expand, with 31 course sections to be offered in summer session 2013, five course sections in winter session 2013, and 16-20 course sections offered off-campus and on weekends each fall and spring. At the graduate level, we developed a new Graduate Certificate Program in Survey Research in collaboration with our Center for Survey Research and we are launching in fall 2013 a new PhD Program in Sociology. Our funded research activity has increased dramatically since 2005, as our total of extramural support rose from $53,533 and $44,780 in 2008 and 2009, respectively, to almost $982,699 in 2010, $353,279 in 2011, and $361,569 in 2012, and many faculty have had research projects funded by external or intramural sources. We secured funding from the Office of Research and Sponsored Projects so that our professional staff member can spend one-quarter of her time managing faculty research grants. About half of our graduate students have worked as Research Assistants for funded faculty research projects in the past several years. Graduate students in our research methods sequence have also worked on funded research projects that have led to student presentations and publications. Our PhD Program and our closer collaboration with the Center for Survey Research as part of our new graduate certificate program will help us continue to expand our research profile.

3. **Improve the learning, teaching, and working environment** with new academic buildings, programs to nurture and retain the best faculty and staff, a reduced course load for tenure-stream faculty with research and teaching responsibilities, and consideration toward replacing part-time with full-time non-tenure-stream faculty. (Agee et al., 2011).

We have increased support for faculty scholarship by collective engagement in the development of our areas of concentration for the PhD Program proposal, through adding a brief research presentation at the start of each faculty meeting, by developing a colloquium series to engage faculty in scholarly discussion, with more liberal use of our expanding Research Trust Fund monies, and through
implementation of a mentoring program for new faculty. We are implementing in spring 2013 the new College of Liberal Arts 2-2 teaching load, which reduces from 6 to 4 the number of courses tenured faculty are required to teach each academic year (without other arrangements), and from 30 to 24 the total number of courses new tenure-track faculty have been recently required to teach prior to tenure (omitting the 6 research releases that new faculty have received and not counting any additional course releases obtained through grant funding or other programs). Although the number of non-tenure-stream faculty teaching in our department has not declined, we have increased the numbers who are teaching full-time to about 15 in most semesters and we have promoted a total of four to the status of Senior Lecturer. Our increased office staff size and weekly office management meetings have also improved supports for all faculty activities and student programs.

**Sociology Goals and Objectives**

**Research and Scholarship**

**Goal 1: To strengthen the department’s profile of research and scholarship.**

There is a synergistic relationship between the department’s profile of research and scholarship, the extension of the UMass Boston mission to emphasize research and graduate training, and our ability to recruit and retain the strongest researchers and teachers. We have therefore focused attention on actions that have increased considerably this profile.

**Objectives**

1. To hire junior faculty with demonstrated scholarly accomplishment.
2. To increase support for faculty research through research releases.
3. To increase and support faculty seeking external grant support.
4. To base retention decisions on rigorous standards of scholarly accomplishment.
5. To improve support to faculty for grant and contract management.
6. To encourage supportive research collaborations with other units on and off campus.
7. To add more opportunities for faculty discussions about their own research and to consider research by others.

**Goal 2: To strengthen the international scope of the department’s scholarship.**

Our social world is increasingly interconnected at a global level. This interconnection is reflected in the recruitment of international students at UMass Boston and by the proliferation of international engagements in research and training. The discipline of sociology has been at the forefront of scholarly efforts to understand these changes and our department has been committed to support this trend through our scholarship, our faculty recruitment, and in the classroom.
Objectives

1. To hire faculty with expertise in areas of global engagement.
2. To encourage international connections among faculty.
3. To develop interdisciplinary collaborations in support of international engagement.

Goal 3: To extend the department’s interdisciplinary research profile.

Scholarship in the twenty-first century has increasingly recognized the importance of interdisciplinary perspectives and federal funding agencies have encouraged research grounded in interdisciplinary knowledge. Our own research engagements and programs in support of our research have evolved accordingly.

Objectives

1. To encourage supportive research collaborations with other units on and off campus.
2. To support faculty development of interdisciplinary research and scholarship.

Student Learning

Goal 4: To maintain the currency of our curricula for majors.

The scope and content of our discipline has changed as the issues in our social world that we study have evolved and as global and interdisciplinary engagements inject new perspectives for us to consider. We have been committed to updating our curricula at both the undergraduate and graduate levels to maintain the currency of our course offerings.

Objectives

1. To add courses in underrepresented or rapidly changing areas of the discipline.
2. To develop new courses reflecting the importance of international perspectives in our disciplines.
3. To maintain our strength in key areas by hiring replacement faculty as required.
4. To hire new faculty to develop new areas in the curriculum.

Goal 5: To improve the rigor and coherence of our majors.

We continually monitor the rigor and coherence of our majors in light of evolving University and disciplinary standards and in response to faculty teaching experiences. As a result of this monitoring process, we have added courses to each major and made some other changes in structure and requirements.
Objectives

1. To revise our Social Psychology and Criminal Justice majors
2. To review and expand our senior capstone options.
3. To increase the proportion of full-time faculty teaching in our largest major, Criminal Justice.
4. To add a statistics course to our Sociology and Criminal Justice majors.
5. To add a course in criminal justice systems to our Criminal Justice major.

Goal 6: To increase interdisciplinary learning opportunities and cross-unit engagement.

Interdisciplinary programming allows our majors to enrich their education with the insights of other disciplines and it ensures that more students in other majors are exposed to sociological, social psychological, and criminological perspectives. Our commitment to interdisciplinary engagement is also reflected in our support for the inherently interdisciplinary major in social psychology and in our development of the criminal justice major.

Objectives

1. To add courses cross-listed with other programs and departments.
2. To encourage faculty and student engagement in other programs.

Goal 7: To develop a system for assessing learning outcomes at the undergraduate level.

In response to new concerns in higher education, evolving University expectations, and our own desire to learn more systematically about the learning experiences of our majors, we have developed a systematic program to assess learning outcomes.

Objectives

1. To review learning outcome assessment alternatives.
2. To test and evaluate a learning outcome assessment system.
3. To adapt learning assessment for each major.
4. To implement an annual learning outcome assessment system with regular feedback to faculty.

Goal 8: To provide more students with research exposure and research training.

Student engagement in research is essential to graduate education and has been increasing in its importance in undergraduate education. In response, we have expanded our graduate students’ research involvements and we have encouraged research interest and engagement among undergraduates.
Objectives

1. To offer colloquia for graduate students and undergraduate majors about faculty research and scholarship.
2. To develop new opportunities for research engagement in classes.
3. To add additional research courses.
4. To publicize faculty research on the website.

Goal 9: To improve the department’s support infrastructure

The rapid growth we have experienced in the number of undergraduate majors for whom we are responsible, in the numbers of faculty we have hired both in tenure-track and untenured positions, in the advising we offer, and in faculty research have all required enhancements in our office staffing and other aspects of our support infrastructure.

Objectives

1. To increase the number of support staff.
2. To improve office management.
3. To improve resources available on the web.
4. To upgrade department-based facilities for teaching, meeting, and socializing.

Goal 10: Increase retention and reduce time to graduation.

Student retention is a key problem at all public urban universities and it has been the focus of special attention at UMass Boston. We have responded to this increasing attention with a major expansion of our student advising activities.

Objectives

1. Improve advising when students declare a major
2. Assign all majors a permanent faculty adviser.
3. Institute mandatory advising holds to ensure student-adviser contact.
4. Increase flexibility of and information about student advising options.

Goal 11: Improve faculty advising

We have complemented our increased requirements for student advising with enhanced supports for faculty advisers.

Objectives

1. Develop faculty advising handbook.
2. Provide systematic faculty training in advising.
3. Increase real-time supports for faculty advising.

Goal 12: Increase support for non-tenure track faculty

The number of faculty teaching part-time and in full-time but non-tenure-track positions has swelled in recent years as the number of majors in our programs has expanded. We have responded to this increase with changes in our recruitment and oversight of these colleagues, for whom many of the elements of the collegial process of tenure-track faculty recruitment and review do not apply.

Objectives

1. Improve recruitment, support, and review procedures to ensure high standards in course delivery.
2. Develop Lecturer Review Committee to focus on NTT support and review.
3. Extend advising engagement by non-tenure track faculty.
4. Increase communication to and engagement with NTT faculty.
5. Support advancement of NTT faculty to Senior Lecturer rank, as appropriate.

Goal 13: To maximize the accessibility of our programs.

Online courses can provide educational opportunities that may not be otherwise available to some students who are working—whether within or outside the home—and to those with limited mobility or who are not located in Eastern Massachusetts. As the technology and techniques in support of online teaching have improved, our department has started to add more exclusively online courses. We also continue to add online components to on-site courses to improve student engagement.

1. To develop courses offered online.
2. To increase the number of courses with online components.
3. To adapt courses to reach underserved groups of students.

Goal 14: To contribute to the general education of students.

We believe that we must contribute to general education requirements within our college. The outstanding teaching of our faculty and the interest of many students in the sociological perspective makes this commitment beneficial for us and our students, as well as for the College of Liberal Arts.

Objectives

1. To support faculty teaching in collegiate and university-wide general education and support programs.
2. To adapt existing courses and develop new courses to satisfy general education requirements.

**Goal 15: Increase the size of the Forensic Services program**

The Forensic Services graduate certificate program has been the most popular concentration in our MA program and also serves as a popular area of concentration in the Counseling Psychology MA program. However, the number of free-standing students enrolled just for the graduate certificate has been quite small. As a result, the department has undertaken new publicity efforts.

**Objectives**

1. Update marketing materials.
2. Update and improve online presence.
3. Attend graduate showcase events.
4. Visit courses to publicize the program.

**Goal 16: Improve the Forensic Services program’s coherence, flexibility, and availability.**

Our ability to offer the Forensic Services program and students’ training can be improved by increasing curricular flexibility and experiences in the field. The Forensic Services program has been revised to realize this potential.

1. Expand course offerings.
2. Expand site visit options for the Field Experience.
3. Tailor Mental Health Practicum sites for Forensic Services students.
4. Increase online options.

**Goal 17: Sustain excellence in standards and performance in all graduate programs.**

Maintenance of our successful MA program in applied sociology requires attention to student capabilities in the admissions stage, to student support throughout the program, and to high standards for program completion. The graduate committee has continued its focus on these issues.

1. Maintain high standards and careful procedures in review of program applicants.
2. Improve advising, mentoring, and engagement of graduate students.
Goal 18: Extend curriculum for Graduate Program in Applied Sociology.

The graduate program curriculum must be periodically renewed with courses that reflect new disciplinary developments. The department has also strengthened its support for graduate students interested in teaching by adding a course in teaching.

1. Revise and expand course offerings to reflect disciplinary developments.
2. Provide training in teaching.
3. Add new areas of concentration.

Professional Service and Outreach

Goal 19: To maintain and extend community outreach programs that build on professional strengths in the department.

The department has been distinguished for many years by the community engagement of its faculty and related training and research programs involving students. We have enhanced these efforts in line with changes in the University and changes in social science practice.

Objectives

1. To engage new faculty in ongoing community-based research projects.
2. To develop professional relations with new community groups
3. To collaborate with community engagement programs in other UMass Boston units

Goal 20: Develop opportunities to build professional connections.

Teaching extends beyond the classroom, and so the department continues to focus attention on means of engaging students in extracurricular learning opportunities and professional connections.

1. Develop and support Graduate Sociology Student Association.
2. Develop extracurricular learning and social opportunities for undergraduate majors.
3. To publicize career-related opportunities through our website.

Goal 21: Encourage orientation of talented students to graduate education.

Our society requires increasing levels of expertise in professional positions and this is reflected in positions available in sociology, social psychology, and criminology/criminal justice. We have sought to inform our majors about the additional benefits of graduate education, including continuing to make available our 5-year BA/MA program.

1. Increase recruitment of qualified undergraduates to 5-year BA/MA program.
2. Introduce graduate education in advising sessions.
Goal 22: Improve publicity about departmental programs.

The University’s website enhancements have required updates to our departmental website. We continue to devise new techniques for publicizing our programs and communicating with students and colleagues.

1. Update and expand departmental and program websites.
2. Provide current departmental news online.
3. Publish departmental/graduate program newsletter.

4. Curriculum

The Department of Sociology offers courses that span the range of sociological scholarship and practice and that interface with the concerns of related social sciences. Many of our majors complete internship courses in which they connect their academic knowledge to experiences in diverse work settings. Our graduate (MA) curriculum focuses on research methods and applying sociological knowledge, with concentrations in several substantive areas, while our interdisciplinary graduate certificate programs focus on the concerns of practitioners who work at the intersection of the mental health and criminal justice systems (forensic services) and those who engage in survey research. Our new PhD Program curriculum provides more advanced learning experiences in social theory, research methodology, and substantive areas.

Sociology BA

The major in sociology is designed to 1) introduce students to the central theoretical and methodological elements of sociological inquiry and 2) to expose students to areas of specialization that will help them prepare for professional careers and/or graduate education. Students should leave the major with the following knowledge and skills:

1. An understanding of the defining features of sociological inquiry, and what distinguishes Sociology from other academic disciplines.

2. An understanding of key concepts and debates in classical and contemporary social theory, and how they apply to the student’s main area(s) of specialization.

3. An ability to assess the validity of contrasting theoretical perspectives and to evaluate them in light of empirical evidence.

4. An understanding of the fundamental elements of sociological research design and how to incorporate qualitative and quantitative research methodologies into this design.
5. An ability to research, evaluate and properly cite academic sources, with an emphasis on the ability to effectively use electronic databases.

6. An understanding of the sociological basis and social value of diversity (including but not limited to race, class, gender, age, sexuality and culture), and respect for diverse perspectives.

a. Structure

The Sociology major is structured with an introductory course to provide an overview of the discipline, required courses in theory and methods that provide the foundation for sociological scholarship, intermediate substantive courses that allow students to explore theories and research findings pertaining to all aspects of society and social relations, and a capstone experience. This basic structure is consistent with the American Sociological Association’s (1990) guidelines.

Majors must take at least six sociology electives, in which they can concentrate on a specific intra- or interdisciplinary area of specialization or learn about several different areas of sociological inquiry. Many of the elective courses can be categorized in one of several, inter-related course clusters in the following areas: communication and culture, criminology/criminal justice, family/gender studies, race/ethnicity, health/substance abuse, global studies, and stratification and inequality. There is an applied dimension to many of these course clusters, which allows our majors to prepare for careers in social and community services, public affairs as well as policy analysis and advocacy (at the national or international level). The program also allows students to develop concentrations in courses selected from our other majors, criminal justice and social psychology, while still remaining in the sociology major.

b. Requirements

- A total of thirty credits in Sociology (ten 3-credit courses or equivalent)
- The following required courses (12-15 credits):
  - Sociol 101 - Introductory Sociology
  - Sociol 341 - Sociological Theory
  - Sociol L351 - Methods of Sociological Research
- Senior Experience/Capstone. This may be an internship course with an associated paper requirement (Sociol 460, Sociol/Crmjus L461, Sociol 462, Sociol 469), Directed Study in Sociology (Sociol 478 or 479), Sociol 470-Senior Seminar in Critical Thinking, or Sociol 472 - Media and Violence.
- At least two courses at the 300 level or higher in addition to Sociol 341, Sociol 351, and Senior Experience/Capstone
- For specific limitations, see [http://www.umb.edu/academics/cla/sociology/ug/ba/requirements](http://www.umb.edu/academics/cla/sociology/ug/ba/requirements)
Students who have other primary majors can choose to minor in sociology. The Minor requirements provide a strong foundation in basic sociology.

- A total of 18 credits in Sociology (six 3-credit courses or equivalent)
- The following required courses:
  - Sociol 101 - Introductory Sociology
  - Sociol 341 - Sociological Theory
  - Sociol L351 - Methods of Sociological Research

- For specific limitations, see http://www.umb.edu/academics/cla/sociology/ug/ba/requirements

c. Special features

Sociology offers clusters of courses that help students to prepare for careers in several areas, in addition to criminal justice and social psychology. These course clusters include social services, public affairs/urban planning, business, international careers, law, and education. Although these clusters are not identified as special concentrations on student transcripts, students who focus their studies in this way can achieve greater proficiency in career-relevant areas.

The Seminar in Urban Social Services (Soc. 480) internship course helps sociology majors link their academic work to practical concerns and prepare for careers. Sociology majors can also enroll in an internship course required for criminal justice majors. Each internship course carries six credits and only one may be used for the major. The required final paper in the internship courses fulfills the capstone requirement for sociology majors. Majors can also satisfy the capstone requirement through completion of a senior seminar in the department or completion of a graduate seminar.

The Honors Major in Sociology provides a more in-depth program of study and recognizes special achievement. Honors majors must have a 3.5 GPA in Sociology and a 3.0 college-wide average. They must write an honors paper of about 20-30 pages (for 3 credits), normally in conjunction with enrollment in Directed (“Independent”) Study, and also are required to complete an eleventh course in sociology, selected from Field Work Methods, Social Statistics, any 400-level social science course, or a graduate sociology course. Two faculty members read each honors paper and honors students must present their final paper at an open meeting. Successful completion of the honors major is noted on the transcript and in the program for the College of Liberal Arts Honors Convocation.

Seniors can gain experience in independent research by enrolling in Directed (“Independent”) Study (Soc. 478). Enrollment is limited to students who have identified a faculty advisor for a project and secure approval of a formal research proposal from the
Sociology Curriculum Committee. Papers written for 3 credits of Independent Study are expected to be 20-30 pages in length.

Alpha Kappa Delta (AKD), the International Sociology Honor Society, was begun in 1920. The chapter at UMB is one of 437 worldwide chapters of AKD. Undergraduate and graduate students with a grade point average of 3.0 both in Sociology and overall are eligible for admission to AKD. A one-time fee of approximately $50 pays for membership certification and a year’s subscription to the journal *Sociological Inquiry*. New members are initiated into the Society once a year at a ceremony that family and friends may attend, during commencement week.

d. Availability

The Department of Sociology offers many courses during extended day hours, including those required for the major. Additional sections are scheduled through the College of Advancing and Professional Studies at non-Harbor sites at night, and on the Harbor Friday nights and Saturdays. We also offer selected courses during the January Wintersession as well as an extensive curriculum during the summer (see appendix).

Social Psychology BA

The study of Social Psychology focuses on the areas where sociology and psychology overlap, searching out the ways in which the social order affects individual lives. It is a subfield of both disciplines. Students with an interest in both sociology and psychology often find that the Joint Major in Social Psychology meets their intellectual and career needs and can serve as a bridge between the two disciplines. This major is especially helpful for students who are planning careers in the helping professions, multicultural relations, community mental health, medical sociology, health care delivery, management, organizational behavior and law. Requirements for this major are listed below. Alternative choices for someone with an interest in both Sociology and Psychology would include majoring in both fields, or majoring in one and seeking a minor in the other.

The Social Psychology Joint Major is a collaborative program with the Department of Psychology. It is administered by co-directors in the two departments, who are now supported by an interdisciplinary of social psychologists in the two departments.

The Departments of Psychology and Sociology approved in Fall, 2012 a revision of the Social Psychology major that alters previous concentration options and clarifies capstone options. It is this revised major that we present in this section. The name of the revised program of study is the joint major in Social Psychology.
a. Structure

(Describe the major elements comprised by the curriculum, including options, sequences, etc.)

The proposed revised major requires a minimum of 13 courses (39 credits). This is one course more than is required for the B.A. in Psychology. While we considered a proposal for a major requiring 12 courses, it seems that 13 courses is not an unreasonable number for a joint major that represents an interdisciplinary focus that spans two fields. Requiring 13 courses has the added advantage of making it possible to require students to complete an equal number of electives in Sociology and Psychology.

Seven of the courses that comprise the proposed major are required foundational courses. Students must take at least three foundational courses within Psychology and two within Sociology. The remaining foundational course can be taken within either Psychology or Sociology.

Six courses are electives taken within a concentration and divided between Psychology courses and Sociology courses (3:3). Overall all students will have at least 6 Psychology and 5 Sociology courses; depending on their choices of foundational courses, some may have up to two additional Psychology and others up to two additional Sociology courses. Students will take a minimum of six of the 13 courses at the 300 level or above.

b. Requirements

A. Foundational Courses

Every major is required to complete the following Foundation courses (21 cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 100/101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOCIOL 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>PSYCH 330 / SOCIOL 281</td>
<td>Social Psychology or SOCIOL 281 Society and the Individual</td>
</tr>
<tr>
<td>SOCIOL 341</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>PSYCH 201/ SOCIOL 351L</td>
<td>Intro to Behavioral Research or SOCIOL 351L</td>
</tr>
</tbody>
</table>

1 With the exception that students who choose to take SOCIOL 470 Senior Seminar or SOCIOL 473 Senior Seminar: Diversity and Social Change to fulfill their capstone requirement must take 14 courses to fulfill the major requirements.
PSYCH 270 / SOCIOL 350  Psychological Statistics or SOCIOL 350 Social Statistics
PSYCH 360/ PSYCH 350/ Behavioral Neuroscience or PSYCH 350
PSYCH 355  Learning and Memory or PSYCH 355
Perception

B. Elective Courses:
Majors must choose between coursework in one of the two concentrations, either “Systems and Social Influence” or “The Individual in Social Context.” Within each concentration, they are required to take 3 Psychology courses and 3 Sociology courses and they are encouraged to select additional electives. Below, courses for each emphasis are listed by department.

Concentrations:

B.1. Systems and Social Influence

Psychology:
PSYCH 333  Group Dynamics
PSYCH 339  Psychology of Law
PSYCH 338  Community Psychology
PSYCH 234  Psychology of Cross-cultural Relations
PSYCH 335  Social Attitudes & Public Opinion
PSYCH 403  Gender, Culture & Health
PSYCH 496/497  Senior Honors Research*

Sociology:
SOCIOL 337  Psychology and Sociology of Organizations
SOCIOL 472  Media & Violence
SOCIOL 201  Youth & Society
SOCIOL 382  Sociology of Gender
SOCIOL 321  Race & Ethnicity
SOCIOL 300  Sociology of Media and Mass Communication
SOCIOL 431  Sociology of Religion
SOCIOL 460  Internship in Urban Social Services
SOCIOL 478/479  Directed Study in Sociology *

B.2. The Individual in Social Context
Psychology*: (Specify one intermediate)

PSYCH 350/ PSYCH 355  Learning and Memory or PSYCH 355 Perception
PSYCH 341/ PSYCH 342  Infancy and Childhood Development or PSYCH 342 Adolescence
PSYCH 315  Abnormal Psychology
PSYCH 441  Family & Child Psychology
PSYCH 415  Psychological Trauma
PSYCH 333  Group Dynamics
PSYCH 337  Communication and Society
PSYCH 434  Social Perception
PSYCH 477  Experimental Social Psychology
PSYCH 430  Internship
PSYCH 479  Psych Internship: Field Placement in Early Development
PSYCH 496/497  Senior Honors Research*

Sociology:

SOCIOL 386  Sociology of Mental Health & Illness
SOCIOL 316  Family Violence in America
SOCIOL 362  Juvenile Delinquency
SOCIOL 346  Self in Society: Studies of Autobiographies
SOCIOL 368  Alcohol Epidemiology
SOCIOL 310  Socialization
SOCIOL 460  Internship in Urban Social Service
SOCIOL 478/479  Directed Study in Sociology *

*For specific limitations, see [http://www.umb.edu/academics/cla/sociology/ug/sp/requirements](http://www.umb.edu/academics/cla/sociology/ug/sp/requirements)

A capstone is required for those who declared their major after September 1, 2003. Students must achieve a C- or better to obtain capstone credit. Any Psychology course in the list of electives above numbered 400 or higher fulfills the requirement.

c. Special features

Students may also fulfill the capstone requirement by taking either PSYCH 430 or SOCIOL 460. In addition, students may fulfill the capstone requirement by taking any of the following courses in the Sociology Department:

SOCIOL 460  Internship in Urban Social Services
SOCIOL 470  Senior Seminar
SOCIOL 473  Senior Seminar: Diversity and Social Change
SOCIOL 478/479 Directed Study in Sociology*
Any SOCIOL course numbered 600 or above (permission of the Graduate Program Director and the course instructor required).

Honors in Social Psychology:

Students majoring in Social Psychology may earn Honors in one of two ways, as described below. The first option is offered by the Psychology Department and the second option is offered by the Sociology Department.

1. Completing the year-long Honors Program for seniors offered by the Psychology Department. This program offers the opportunity to receive training and experience in conducting original research. To be eligible, students must have a cumulative GPA of 3.2, a 3.5 GPA in the Social Psychology major, and must have completed Psychology z270 (Statistics) before entering the Honors program. Students arrange to be sponsored by a full-time faculty member in Psychology whose research interests coincide with their own area of interest. Once students have arranged sponsorship with a faculty member and decided on a research project, they must apply for admission to the Honors program. Complete details for the Psychology Senior Honors Program can be found on the Psychology Department web site.

2. Registering for the Social Psychology Honors Major. Students must have a 3.0 cumulative GPA and a 3.5 GPA in Social Psychology. Students complete an extra course and write an honors paper, directed by one faculty member and read by a second. The honors paper is present in an open meeting to interested students and faculty.

The extra course may be:

- SOCIOL 478 or 479 - Directed Study in Sociology
- Any 400-level course in the Sociology Department (excluding internships)
- SOCIOL 340 - Field Work Methods
- SOCIOL 350 - Social Statistics (if not taken as part of the major)
- Any course in the graduate program in Applied Sociology
- Any 400-level course in anthropology, economics, history, political science or psychology

d. Availability

Required sociology courses in the Social Psychology Joint Major are offered evenings and during the summer session and January winter sessions.
Criminology and Criminal Justice

As the first decade of the 21st Century comes to a close, there is a pressing need to better understand the factors that shape crime and society’s response to it. There is also a need for educated and engaged criminal justice professionals who work to prevent crime where possible, and respond to it when needed. (MacDonald et al. 2010:1)

The major in criminal justice provides a social scientific grounding to understanding issues of crime and criminal justice. It is designed to provide students with an understanding of the state of our knowledge about crime, causes and social functions of crime, societal reactions to crime, and nature and application of the law. Our program emphasizes the theoretical underpinnings to crime and criminal justice policy and practice and methodological approaches to studying crime and criminal justice issues, rather than a technical approach which focuses on applied or vocational skills.

Students should leave the major with the following knowledge/skills:

- An understanding of what we know about crime and offenders (e.g., trends in and correlates of crime)
- An understanding of the contemporary U.S. criminal justice system, including changes and variation in criminal justice policies and practices over time and place (e.g., trends in incarceration, evolution of laws/definitions of crime, comparative approaches).
- An understanding of social/criminological theory and its application to crime, offending behavior, and criminal justice policy
- An ability to evaluate evidence and data and to make evidence-based arguments.
- An understanding of how crime and criminal justice “fit” in the social world, and reciprocal forces between crime/cj and other social institutions
- Respect and tolerance for opposing viewpoints and diversity
- An ability to apply knowledge beyond the classroom

a. Structure

Criminal Justice majors must complete 39 credits of course work, including six required courses plus a six-credit capstone course that involves a supervised internship in a criminal justice agency along with extensive writing and reading assignments. The internship connects students to field placements in law enforcement, corrections, courts, or parole agencies, or in human services organizations that support the criminal justice system.
b. Requirements

Required Courses (30 credits)

Introduction (3 credits)
Sociol 101 Introduction to Sociology

Five Core Courses (15 credits)
- Crmjus/Sociol L262 Criminology (3 cr)
- CrmJus/Sociol L351 Methods of Sociological Research (3 cr)
- CrmJus/Sociol L363 Corrections (3 cr)
- Crmjus/Sociol L465 Police and Society (3 cr)
- Crmjus/Sociol L467 Sociology of Law (3 cr)

Race/ethnicity/multiculturalism (one course, 3 credits)
- Crmjus/Sociol L321 Race and Ethnic Relations (3 cr)
- Crmjus/Sociol L 323 Race, Incarceration, and Deportation (3 cr)

Key issues in contemporary criminal justice (one course, 3 credits)
- Crmjus/Sociol L367 Drugs and Society
- Crmjus/Sociol L368 Alcoholism: Etiology and Epidemiology (3 cr)
- Sociol 369 Alcohol/Sub Abuse Treatment/Prevention
- Sociol 386 Sociology of Mental Health and Illness

Internship (6 credits)
- Crmjus/Sociol L461 Internship in Law and Criminal Justice OR
- Crmjus/Sociol L462 Internship in Law and Juvenile Justice OR
- Sociol 460 if approved by CJ program Director

Electives (3 courses; 9 credits)
- Sociol/CrmJus 104L (Introduction to Criminal Justice)
- Sociol 160 (Social Problems)
- Sociol 183 (Battered Women)
- Sociol 184 (Child Abuse)
- Sociol 201 (Youth and Society)
- Sociol 242 (The Family)
- Sociol 261 (Social Deviance and Control)
- Sociol 290 (Environmental Justice and Human Disasters)
- Sociol 316 (Family Violence)
- Sociol/CrmJus 321L (Racial and Ethnic Relations)
- Sociol/CrmJus 323L (Race, Incarceration, and Deportation)
- Sociol 350 (Elements of Social Statistics)
- Sociol 352 (Criminological Statistics and Data Analysis)
- Sociol 362 (Juvenile Delinquency)
- Sociol 364 (Internet, Society, and Cyber Crime)
- Sociol/CrmJus 365L (Victimology)
- Sociol 366 (White Collar and Corporate Crime)
- Sociol/CrmJus 367L (Drugs and Society)
- Sociol/CrmJus 368L (Alcoholism: Etiology and Epidemiology)
- Sociol/CrmJus 369L (Substance Abuse Treatment and Prevention)
- Sociol 382 (Sociology of Gender)
- Sociol/CrmJus 386L (Sociology of Mental Health and Illness)
- Sociol 472 (Media and Violence)

For specific limitations, see [http://www.umb.edu/academics/cla/sociology/ug/cj/requirements](http://www.umb.edu/academics/cla/sociology/ug/cj/requirements)

Students interested in combining a major in Sociology with a major in Criminal Justice may double count two courses (Sec 101-Introduction to Sociology and Soc 351-Methods of Sociological Research), making the second major easier to complete. Thus, a Criminal Justice major who wanted a second major in Sociology would take eight Sociology courses in addition to those used to satisfy the Criminal Justice Major requirements. These additional courses must include:

- Soc 341 Elements of Sociological Theory
- At least one other 300- or 400-level Sociology Course
- Six other Sociology courses at any level
- All other requirements for each major apply, as described above.

**Major and Minor within the department**

Students MINORING in either sociology or criminal justice and majoring in sociology, criminal justice or social psychology may double-count Sociol 101 and Sociol/Crmjus L351. A Criminal Justice major who wanted to minor in Sociology would thus take four other Sociology courses, including Sociol 341-Elements of Sociological Theory, and three other Sociology courses at any level. All other requirements for the major and minor would apply, as described above. Students interested in combining a minor in Criminal Justice with a major in Sociology or Social Psychology may double count two courses (Sociol 101-Introduction to Sociology and Sociol/Crmjus L351 – Methods of Sociological Research). All other requirements for the minor in Criminal Justice would apply, as described above.
c. Special features

Every Criminal Justice major is required to complete an internship (two are available: Law and Juvenile Justice and Law and Criminal Justice). Student interns are placed in a variety of settings including: law enforcement and correctional agencies; public and private research units; policy-making and legislative bodies; court settings; probation and parole units; and a variety of human service agencies connected to the criminal justice system.

Criminal Justice students wishing to complete the major with honors are required to take either Sociol 478 or Sociol 479, Directed Study in Sociology, in which they will develop and complete a paper that will be presented to Criminal Justice faculty and other students in an open forum or class.

Alpha Phi Sigma, the national Criminal Justice Honor Society, is associated with the Academy of Criminal Justice Sciences and promotes critical thinking, rigorous scholarship and lifelong learning; keeping abreast of the advances in scientific research; elevating the ethical standards of the criminal justice professions; and sustaining in the public mind the benefit and necessity of education and professional training. Members are required to maintain a minimum 3.2 GPA in both Criminal Justice courses and overall courses. Eligible juniors and seniors are contacted via mail and e-mail during the Fall and Spring semesters. A one-time fee of $50 pays for lifetime membership.

d. Availability

Many Criminal Justice courses are offered in extended, weekends, off-site, and during the summer and winter sessions. The Criminal Justice Program has taken a leadership role in making its curriculum available to working professionals and to students outside of Boston. In cooperation with Continuing Education, Criminal Justice offers courses at Quincy Junior College.

Graduate Program in Applied Sociology

The Master of Arts Program in Applied Sociology is designed to prepare graduates for study at the Ph.D. level and for research and policy work in public and private organizations such as shelters for homeless people, criminal and juvenile justice agencies, human service organizations, hospitals, other health care institutions, addiction agencies, and other settings. The program emphasizes applied theory and research, along with organizational intervention strategies. Graduates frequently engage in research designed to improve people’s lives, such as program evaluation research or needs assessment research. They also frequently become engaged in improving services provided to clients, such as redesigning a service delivery program based on input from the clients and/or based on clients’ success or failure rates.
a. Structure

Candidates for the MA degree earn a minimum of 36 semester credits, at least 30 of which must be in courses offered in the program. The MA program offers special course tracks in criminology/corrections, medical sociology/health care policy and research, as well as concentrations in gerontology, alternative methods of dispute resolution, and counseling. Most students do an internship within the program, which may be either a research or policy internship, or a direct service internship, depending upon each student’s interests. Students seeking 6 hours of internship credit are encouraged to enroll in Sociol 460, 462, L461 or 444. The program welcomes students who see the MA in Applied Sociology as an end-point in their studies in Sociology, as well as those who hope to get a Ph.D. following completion of the MA.

An accelerated five-year BA and MA program is also available for eligible students interested in Applied Sociology. By entering this program students can earn both a Bachelor’s degree in their field of interest and a Master’s degree in Applied Sociology in less time than earning these degrees separately would require. Students are accepted into the full time Master’s degree program in their junior year, begin taking graduate courses in their senior year and complete the requirements in the fifth year (although students may carry less than a full course load and complete the program at a slower rate).

b. Requirements

Students must have an overall grade point average of 3.0 in order to graduate. Specific requirements include two courses in research methods, one in complex organizations or applied theory, two courses in social policy or social problems, and two courses in a substantive area: medical sociology, criminology, or social policy. Students must complete an internship requirement (although it may be waived given prior experience) as well as a capstone: a thesis, a comprehensive exam, or a research paper. Each capstone experience is graded by at least two faculty members (three committee members grade the thesis, although one may be an agency or other representative).

The 5-year BA/MA program consists of 140 credits (104 undergraduate and 36 graduate level credits or their equivalents). All 5-year applicants must have an overall undergraduate GPA of at least 3.2. Students should apply to this program when they have taken at least three courses in sociology but no later than the second semester of their junior year. Admission decisions follow the same procedures and standards used to evaluate graduate applicants to the MA program, except that GRE scores are not required. Upon completion of all requirements, students are be awarded both Bachelor and Master’s degrees. Students who need to receive the BA degree and have satisfied all requirements for it can apply for graduation, but they must then reapply for admission to the graduate program.
c. Special features

Many students complete an internship that reflects their academic and professional interests. Internships may be service or research oriented. In either case, they enhance one’s understanding of the relationship between theory, research, policy, and practice. The internship can be waived for those with comparable experience and for those who complete the program’s course on teaching. All students must complete a capstone requirement to demonstrate their mastery of the knowledge and skills required by applied sociologists. This requirement can be satisfied by a thesis, a research paper, or a comprehensive exam.

Graduate students may also apply for membership in the international sociology honor society, Alpha Kappa Delta.

d. Availability

All MA courses are offered at 4 or later to accommodate working students. The Alcohol, Drugs and Crime seminar is also offered online in some semesters.

Special features

Applied Sociology MA students can also complete the requirements for a Graduate Certificate in Forensic Services or a Graduate Certificate in Survey Research by completing the courses required for that certificate. Applied Sociology students can also concentrate in Dispute Resolution, Gerontology or Counseling by completing at least two courses offered by these programs. With the permission of the Dispute Resolution or Gerontology graduate programs, Applied Sociology MA students can also go on to earn graduate certificates in these areas.

Availability

All courses in the Graduate Program are offered in the extended day schedule (4:00 or later) one night per week for 2.5 hours. This approach maximizes the availability of the courses to working students.

Graduate Certificate Program in Forensic Services

The Graduate Certificate in Forensic Services is an interdisciplinary program designed to provide a strong grounding in behavioral sciences and practical skills for students planning careers in social services. Professionals in the fields of criminal justice or mental health and others interested in social policy or service provision to vulnerable populations have the opportunity to learn about criminality, law, mental illness, substance abuse, offenders, violence, policing, corrections, the courts, alternatives to incarceration, clinical assessment, private agencies, public systems, and treatment services.
a. Structure

The program consists of six required courses—five 3-credit courses and a 1-credit field experience—offered across three semesters on a regular annual cycle, so that the program can be completed within one calendar year. The courses are taught by professors from the departments of Applied Sociology, Clinical Psychology, and Mental Health Counseling at UMass Boston. An advisory board with substantial community representation provides program guidance.

b. Requirements

Required Courses:
- COUNSL614 Counseling Theory and Practice I
- PSYCH614 Forensic Psychology
- SOCIOL598 Field Experience Project

Two of the following:
- SOCIOL623 Alcohol, Drugs & Crime
- SOCIOL667 Sociology of Law
- SOCIOL690 Classic and Contemporary Views of the Nature of Crime
- SOCIOL691 Contemporary Issues in Responding to Crime

One of the following:
- SOCIOL618 Psychiatric Epidemiology and Forensic Services
- SOCIOL621 Social Psychiatry
- SOCIOL682 Sociology of Health and Illness

Special features

Certificate students participate in a one-credit internship (Sociology 598) in which they are exposed to agency settings, procedures, and personnel.

d. Availability

All courses in the Graduate Program are offered in the extended day schedule (4:00 or later) one night per week for 2.5 hours, or online. This approach maximizes the availability of the courses to working students.
Graduate Certificate Program in Survey Research

a. Structure

The Graduate Certificate in Survey Research is offered through the Graduate Program in Applied Sociology (GPAS) and each of its courses is listed in the sociology curriculum. Fifteen credit hours are required for award of a certificate. Students are expected to complete four 3-credit core courses and another 3 credits through a selection from elective courses offering 1-3 credits each.

b. Requirements

The core courses are:
- Introduction to Survey Methodology (new)
- Sampling and Inferential Statistics (new),
- Measurement: Question Design and Evaluation (new)
- Quantitative Data Analysis (Soc. 651)

Example of elective courses:
- Evaluation Research (Soc. 655).
- Theory and Practice of Interviewing (Soc. 658)
- Internship in Survey Research (New)

Topics for one-credit courses (under development):
- Designing Internet Surveys
- Survey Research Ethics
- Survey Experiments

c. Special features

Applied Sociology MA Students can specialize in survey research while they complete the MA requirements, non-matriculated students can enroll in a Certificate-only option and/or for individual courses, and graduate students in other programs can enroll in the survey research courses as well. The program is managed by the GPAS and overseen by a board comprised of sociology faculty, CSR staff and representatives of one or two local research firms or agency departments in the Boston area whose staff are potential Certificate students.

d. Availability

All courses are available in the late afternoons, evenings, and/or weekends. We anticipate online courses in the future, as well as courses offered during the summer and, as workshops, on weekends.
PhD Program in Sociology

The structure, requirements, and other features of our new PhD Program in Sociology are described in the Proposal for a PhD Program in Sociology (see Appendix). Since we have not yet offered this program, we have not included that description in this document. The following paragraphs summarize the program’s curriculum.

PhD students complete core courses in social theory—ranging from classical to postmodern—and research methods—including ethnography, survey research, and advanced quantitative techniques, and they concentrate in one of three substantive areas: health, mental health and health care services; communities and crime; or immigration and globalization.

Our doctoral program includes a set of core courses that provide the background in sociological theory and research methods required for understanding and investigating the social world. Some students may further increase their methodological expertise by completing the requirements for our Graduate Certificate in Survey Research. In addition, the program requires concentration in one of three substantive areas: (1) health, mental health and health care; (2) crime; or (3) immigration/global studies—and thereby ensure extensive experience in the application of sociological theories and methods to the study of a specific social issue. Our PhD recipients will be prepared by these requirements for both academic and applied positions, with the latter typically involving leadership of research projects in public and private agencies and organizations or direction of program operations or policy development in such settings.

PhD program requirements are built on the foundation of our 36-credit MA program. All PhD students will be required to satisfy the MA requirements either within our program or through equivalent coursework taken elsewhere that is approved for equivalence prior to program entry, and then to complete 36 more credits. Although we will admit some students for the PhD program immediately after completion of the baccalaureate degree, they will have to complete the MA requirements and pass a comprehensive exam in order to continue their studies at the doctoral level. A special field exam and a dissertation are required prior to degree completion.

Students concentrating in medical sociology can gain experience in interdisciplinary and comparative research through partnerships with the Departments of Psychiatry at the University of Massachusetts Medical School and at the Harvard Medical School, with the Hannover Medical School in Germany and the International Association for Life Sciences, and with human services researchers at Salem State University engage. Students focused on immigration and globalization benefit from courses in UMass Boston’s McCormack Graduate School of Policy and Global Studies. Students concentrating in communities and crime can also take courses offered in the doctoral criminology program at UMass Lowell. Doctoral students may also earn a Graduate Certificate in Survey Research or a Graduate Certificate in Forensic Services.
5. Advising system

The department’s new advising system for undergraduate majors begins when students declare the major and are first advised by the department chair or a program director. They are then assigned to a permanent adviser by office staff, who rotate assignments to ensure relative equivalence of numbers and, as possible, to assign students to faculty with specialties aligned with their major interest. The advising assignments are recorded in the University’s WISER course management system, where appear in the records of both the student and his or her adviser. Students and faculty can request changes in the assignments to specific advisers.

Professional Staff member Alison Moll advises most Criminal Justice majors for course registration. She also conducts in their junior year a “senior review” with each CJ major to ensure that they will complete all requirements in their last year and she assists all departmental majors to secure internship placements.

- During the first implementation of this comprehensive advising system, in fall 2012, other procedures included:

- Every FTE TT faculty member was assigned about 25 advisees (Alison still had about 500). Senior Lecturers were assigned 12-13 advisees. The GPD was responsible for all MA and 5-year students.

- Advising holds were placed on all students’ records, so that they could not register for spring term classes until an adviser had removed the hold.

- Faculty emailed all assigned advisees to explain advising procedures and to encourage them to schedule an advising session before spring term registration. A common template was provided for this purpose (below).

- All TT faculty had to schedule 2 hours during which they participated in drop-in advising in our conference room. Students could be advised in these drop-in sessions or through office appointments with their assigned adviser.

Advising Notification to Majors:

Dear major,

The Department of Sociology has changed its advising procedures. I am now your regular faculty advisor and I am writing to help you prepare for advising for Spring semester (and Winter session) classes.

An Advising Hold has been placed upon your WISER account. You cannot register for spring classes until you have been advised and the hold is removed, so I suggest that you schedule an advising meeting with me. During our meeting, we will review your academic progress and discuss your plans for next
semester, and I will answer any questions you may have. It would be best if we could meet during mid-
to late-October, since registration for winter and spring classes begins on Monday, November 5.

My office hours during October are _______________________. If you can meet during these hours,
please email me some specific dates and times that you are available. If you are unable to come to my
office during these times, you have two other options:

a) Come to one of the Sociology department’s “drop-in” advising days. Drop-in advising is
available 9am-4pm in W-04-022 on October 22, 23, 31, and November 1. Various
faculty members and professional advisors will be on hand to answer your questions
and remove the advising hold. Please note that drop-in advising takes place in a large
conference room; consequently, other students may overhear the conversation. If you
require a private conversation, you should schedule a private appointment with me.

b) Make a phone appointment. You would call my office at 617-287-___ during my office
hours. We will review your degree audit together over the phone. If you would prefer
this option, just email some specific dates and times when you can call. You MUST have
computer access during our phone conversation.

With 1000 majors in the Sociology department, many students will be attempting to schedule advising
meetings. Please plan ahead and email me as soon as possible to make an appointment or to tell me
that you will use drop-in advising.

Sincerely,

Professor XXX

Graduate students are advised by the Graduate Program Director. Extensive
supplementary materials are provided on the department’s web site and a letter concerning
registration is mailed prior to registration each fall. Prior to registration for each spring semester,
graduate students are required to complete an advising survey (see appendix). Forensic Services
graduate certificate students are advised by the Director of the Graduate Certificate Program in
Forensic Services, while Survey Research graduate certificate students are advised by the
Director of the Graduate Certificate Program in Survey Research.

6. Co-curricular activities

The department supports honors societies for both Sociology and Criminal Justice majors
(social psychology majors are welcome in the Sociology honor society). The department’s
Criminal Justice committee has also developed an extracurricular program for criminal justice honors majors, including luncheons with outside speakers in key criminal justice positions.

**Alpha Kappa Delta - The Sociology Honor Society**

Alpha Kappa Delta (AKD), the International Sociology Honor Society, was founded in 1920. The chapter at UMB is one of 490 worldwide chapters. Eligible undergraduate students are Sociology and Social Psychology majors and minors who rank in the top 35% of their class, have an overall GPA of 3.3 or higher, and have a GPA of 3.2 or higher in the major or minor. Eligible graduate students have completed 12 or more graduate credits with an overall GPA of 3.2 or higher. Sociology professors make announcements and send emails early in the spring semester to inform students of application procedures. Students may also request an application in the Sociology office (W-04-12). A one-time fee of $40 pays for lifetime membership and a year’s subscription to the journal *Sociological Inquiry*.

**Alpha Phi Sigma - The Criminal Justice Honor Society**

Alpha Phi Sigma, the national Criminal Justice Honor Society, was founded in Washington in 1942. It is proudly associated with the Academy of Criminal Justice Sciences. The purposes of Alpha Phi Sigma are to promote critical thinking, rigorous scholarship and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions; and to sustain in the public mind the benefit and necessity of education and professional training. Members are required to maintain a minimum 3.2 GPA in both Criminal Justice courses and overall courses. Eligible juniors and seniors are contacted via mail and e-mail during the Fall and Spring semesters. A one-time fee of $50 pays for lifetime membership.

The department selects top-ranked undergraduate students for several awards at each commencement.

**Undergraduate Awards**

The Sociology Department’s T. Scott Miyakawa Memorial Prize in Sociology is named in honor of T. Scott Miyakawa, a founding member of the department whose research and teaching compared East Asian and American society. One graduating student who has majored in sociology is selected by the Department of Sociology faculty each year for the Miyakawa Award on the basis of having an outstanding GPA, with consideration for number of courses completed in the department and indications of community service. The award is presented at the College of Liberal Arts Honors Convocation.

Each year at the College of Liberal Arts Honors Convocation, the Department of Sociology presents Departmental Distinction to majors with the highest GPAs in Sociology, Criminal Justice, and, in consultation with the Department of Psychology, Social Psychology. The Sociology faculty selects students for these awards based on overall GPA and GPA in the major. The total number of awards varies depending on enrollment, but is approximately 10-15.
The graduate program makes two awards during a commencement-week honors ceremony to outstanding graduate students.

The Graduate Program in Applied Sociology Book Award for Outstanding Academic Achievement is given to the MA graduate with the highest GPA in the program.

The James E. Blackwell Prize is awarded each year by the Graduate Program in Applied Sociology in honor of Professor Emeritus James E. Blackwell, former President of the Society for the Study of Social Problems, founder of the Association of Black Sociologists, and author of leading books and articles about the African American community. The award is given by the Graduate Program to a student who has completed the requirements for the MA in Applied Sociology and whose academic work exemplifies the spirit of Dr. Blackwell’s combination of rigorous research and scholarship about concerns of the minority group members.

Our graduate students maintain an active club that is registered as an official campus student organization. Graduate students have also assisted in organizing the departmental theory conference and have produced the semiannual program newsletter. An annual holiday party gives students an opportunity for informal socializing with faculty and for meeting program alumni.

7. Scheduling

We ensure in our course scheduling that all courses required for the sociology major are offered each semester on both MWF and TTh schedules during the day and at least once in the extended day program. We also include each required course in our summer schedule. Each semester, more than five sections are scheduled of the introductory courses in sociology and criminology, and in research methods and in race and ethnic relations. Our spring, 2013 schedule includes 68 sections of regularly scheduled undergraduate courses, eight graduate seminars, 17 course sections scheduled through University College (off-site or on weekends), and 3 course sections offered in programs tailored to groups with special needs (ESL and other international students and students in a special transitional post-high school program).

The Criminal Justice major’s ten required courses mean that students must engage in very systematic scheduling. The required criminal justice courses are offered at least once each term, with many additional sections offered off-campus and in the summer and winter sessions.

Schedules are developed for each academic year from a list of courses that must be offered to maintain each program and on the basis of faculty preferences. The Associate Chair develops the entire schedule for state-funded courses, but he/she uses a schedule for graduate courses that is first formulated by the Graduate Program Director. In order to manage the transition to the 2-2 teaching load this spring, without reducing our total capacity nor increasing
the use of adjunct faculty, we increased the normal course enrollment cap from 35 to 38 and we added three additional large sections of introductory courses.

**B. Description of human and material resources**

Our human resources—both faculty and staff—have expanded considerably since the 2005 AQUAD review; our material resources not so much. Most notably, our tenure-stream faculty ranks have been infused with talented new faculty, our non-tenure track faculty numbers have expanded with talented and committed experts, and our support staff has doubled in size.

1. **Full time faculty**

   Since 2005, the total number of faculty teaching in the department has increased by 25%. Even more striking is the number of junior faculty (assistant professors), which increased from 7 to 11 during this period (appointment of one is half-time) in 2012, and most dramatically from just 2 in 1998. This change is the result of many new hires and replacements of faculty who retired or resigned, and has increased the percentage of all tenure-stream faculty who have not yet been reviewed for tenure from 14% in 1998 to 44% in 2005 and 52% in 2013.

   ![Number of Tenured and Tenure Track Faculty, 1998-2013](image)

   a. List of full time faculty with degrees and specializations and information on how the faculty are distributed among the fields of study represented in the program.
The Department of Sociology has 21 tenured or tenure-track members (see list),
including one, Philip Brenner, whose current appointment is split equally between Sociology and
the Center for Survey Research, and two, Leslie Wang and Kevin Wozniak, who are not joining
the department until fall 2013. Criminology/criminal justice is one of two areas of greatest
faculty strength: seven faculty have primary commitments in this area, including four assistant
professors (Bersani, Oriola, Wozniak, Zaykowski), two associate professors (Deng and
Leverentz) and full professor Hartwell. Two other faculty members have secondary interests in
the area of criminal justice (Movahedi and Schutt). Immigration and Globalization has been a
rapidly growing area of faculty strength, with a total of 10 faculty having such a primary or
secondary focus: Assistant professors Bersani, Klein-Hattori, Oriola, Solari, Srinivas, and Wang,
associate professors Capetillo-Ponce, Deng, Kretsedemas, and Tamdgidi, but no full professors.
The sociology of health and mental health and related issues is another area of faculty strength,
with five faculty members conducting research and/or teaching in this area: Assistant Professor
Klein Hattori and Professors Benson, Hartwell, Movahedi, and Schutt. Alcohol and substance
abuse is a focus for one full-time faculty member (Professor Hartwell).

Six full-time faculty regularly teach research methods and/or statistics courses (Benson, Bentele, Deng, Jacobs, Leverentz, Movahedi, Schutt), and four full-time faculty members offer
courses in social theory (Capetillo-Ponce, Jacobs, Kretsedemas, Tamdgidi). Professors Bersani,
Movahedi, Solari teach regularly large sections of introductory sociology or criminology (as do
several non-tenure track colleagues). Most faculty teach one or more courses in the graduate
program every year or two.

**Tenure Track and Tenured Sociology Faculty and their Areas of Expertise**

**Paul R. Benson** (PhD, University of North Carolina-Chapel Hill) Sociology of Mental Health, Medical Sociology, Public Policy

**Keith Bentele** (PhD, University of Arizona) Stratification, Inequality, Political Sociology, Public Policy

**Philip S. Brenner** (PhD, University of Wisconsin, Madison) Survey Methodology, Measurement, Quantitative Methods, Sociology of Religion, Social Psychology, Self and Identity

**Bianca Bersani** (PhD, University of Maryland) Life Course Criminology, Criminological Theories, Immigration and Crime, Quantitative Methodology

**Jorge Capetillo-Ponce** (PhD, New School) Social Theory, Race and Ethnic Relations, Media Studies, Latino Studies

**Xiaogang Deng** (PhD, SUNY-Buffalo) Research Methods, Deviance, Criminological Theory, Comparative Criminology

**Stephanie W. Hartwell** (PhD, Yale University) Drugs and Society, Mental Health, Criminality, Applied Sociology
Glenn Jacobs (PhD, Temple University) Urban Sociology, Social Theory, Race and Ethnic Relations, Social Problems, Sociology of Music & Art, Field Methods

Megan Klein Hattori (PhD, University of Maryland; Postdoc, Brown University) Medical Sociology, Global Health and Fertility, Transition Age Youth and Decisions Surrounding Reproductive Health

Philip A. Kretsedemas (PhD, University of Minnesota) Immigration, Social Welfare, Critical Race Theory, Political Sociology/Social Movements, Democracy and Development, Media Studies, Caribbean Studies

Andrea Leverentz (PhD, University of Chicago) Communities and Crime, Prisoner Re-entry, Gender and Crime, Urban and Community Sociology, Qualitative Research Methods

Siamak Movahedi (PhD, Washington State University) Social Psychology, Social Psychiatry, Research Methods & Statistics

Temitope Oriola (PhD, University of Alberta) Resource Conflicts, Political Kidnapping, Use of Force by Police, Ethics and Research in Conflict Zones, Qualitative Research Methods, Migration

Russell K. Schutt (PhD, University of Illinois-Chicago; Postdoc, Yale University) Research Methods, Sociology of Organizations, Homelessness and Mental Health Services, Sociology of Law

Cinzia Solari (PhD, University of California, Berkeley) Gender and Migration, Work and Globalization, Social Theory, Global Ethnography

Lakshmi Srinivas (PhD, University of California, Los Angeles) Media and Popular Culture, Media Reception, Spectatorship, Public Culture, Consumption, Globalization, Ethnography, Bollywood Cinema

Mohammad H. Tamdgidi (PhD, SUNY-Binghamton) Social Theory, Self & Society, World-Historical Sociology, Soc. of Knowledge, Soc. Movements, Utopias

Leslie Wang (PhD, University of California, Berkeley) Family; Gender; Qualitative Methods; Globalization; Asia/Asian America

Kevin Wozniak (PhD, American University) Penological Theory, Politics and Punishment, Public Policy, Public Opinion, Mass Incarceration, Violence Prediction, Law and Society

Reef Youngreen (PhD, University of Iowa) Social Psychology, Status Processes, Deviance

Heather Zaykowski (PhD, University of Delaware) Victimization, Youth Violence, Communities and Crime, Law and Society
b. In % FTE, how is the workload of full time faculty distributed to the major and other programs, graduate and undergraduate, activities other than teaching?

The normal course load for full-time faculty in the College of Liberal Arts at UMass Boston has declined from three per semester to two per semester in the Spring, 2013, with no distinction between graduate and undergraduate obligations. In the last academic year for which complete information is available (2011), tenure stream faculty were fulfilling approximately 40% of their teaching obligation at the graduate level.

In the spring semester, of the total 18.5 tenured or tenure track faculty (counting the joint appointment in the Center for Survey Research as .5), two faculty are on leave (one sabbatical and one medical leave), five faculty members have administrative course load reductions, one faculty member has an externally funded research buyout, and three have teaching-related load reductions. No faculty are teaching courses outside of the department.

c. A set of current CVs listing publications, professional service, grant support and other creative and scholarly activities should be assembled and made available to reviewers.

Attached.

2. Part time faculty and students with instructional roles

Non-tenure track faculty members have increased in numbers in our department but also in quality. At the same time, our increasing number of tenure stream faculty has prevented a decline in the proportion of non-tenure track to tenure stream colleagues. In addition, an increasing number of non-tenure track faculty now are employed full-time as lecturers in our department, thus increasing the stability of faculty to whom students are exposed.

a. List of part time faculty with degrees and specializations and information on how the faculty are distributed among the fields of study represented in the program.
Part Time Faculty and their Areas of Expertise

**Anna Beckwith** (MA, SUNY Binghamton) Family, Youth, Race and Ethnicity, Gender, Work

**Charles Drebing** (PhD in Clinical Psychology, Fuller Theological Seminary) Evaluation Research, Psychology, Gerontology

**Robin Gomolin** (PsyD, Boston Graduate School of Psychoanalysis) Social Psychology, Gender

**Meghan E. Hollis-Peel** (PhD, Northeastern University) Policing, Crime Prevention, Communities and Crime, Social Control, Qualitative/Ethnographic Methods, Crime Mapping, Quantitative Methods and Statistics

**Gerard Horgan** (JD, Suffolk University) Corrections, Law and Criminal Justice

**Melanie Joy** (PhD, Saybrook Graduate School) Psychological Trauma, Addictions, Family Dynamics, Animal Rights

**Reza Kefayati** (PhD, Boston University) Youth and Society, Social Psychology, Social Theory

**Jackie Lageson** (MA, Minnesota State University, Mankato) Criminology, Delinquency, Policing, Drugs and Society

**Mary Ann Marusich-Smith** (MA, University of Massachusetts, Lowell) Drugs and Society, Alcoholism, Family Violence

**Emmett Schaefer** (PhD, SUNY Binghamton) Race and Ethnic Relations, Gender Studies

**Edward Stern** (JD, Boston University) Sociology of Law, Criminal Justice, Juvenile Justice

**Robin Tyler** (LLM, University of London) Sociology of Law, Sociology of Religion, Public International Law

**Julie White** (MSW, Syracuse University) Juvenile Delinquency, Criminology, Drugs and Society, Corrections

b. In % FTE, how is the workload of part time faculty distributed to the major and other programs, graduate and undergraduate, general education and/or ‘service’ courses?

All our part time faculty members teach courses offered in one of our majors and few teach in other programs. Part time faculty members rarely teach graduate courses, but it has happened in two instances when full time faculty were not available to offer needed courses. Some part time faculty teach sociology courses that are included in general education requirements (such as First
Year Seminars and Intermediate Seminars) or used in other programs (Introduction to Sociology for ESL students or for transitional students).

c. A set of current CVs listing publications, professional service, grant support and other creative and scholarly activities should be assembled and made available to reviewers (Lecturer IIs and Senior Lecturers).

**Attached.**

d. What is the nature and frequency of teaching by graduate students TAs?

For several years, one graduate student each term has taught his or her own course—usually Introduction to Sociology (although one has taught undergraduate Methods of Research). Students are selected for this position, as “TA IIs,” through a competitive application process that includes an essay and a sample syllabus, with review by the Graduate Committee. In the fall 2012, teaching needs and the availability of several very capable graduate assistants resulted in three graduate students teaching their own course.

e. What student tutoring resources are available to the program?

Writing tutors are available in the Office of Student Support Services. There is also a Graduate Writing Center that provides support for graduate students. ESL tutors are also available in these offices. There are no tutoring resources designated specifically for sociology majors, but graduate TAs often provide tutoring help to students in the courses to which they are assigned.

3. Professional and classified staff

The department currently has 1 full-time professional staff member (MA-level) and 2 full-time administrative assistants (classified staff with BAs), plus two part-time work-study students, who support our soon-to-be 21 full time faculty and approximately 30 Lecturers in teaching, manage monetary distribution for faculty grants, support the Masters in applied sociology program, and our more than 1,000 undergraduate students in three majors: sociology, criminal justice, and social-psychology (shared with the Psychology Department). One graduate assistant is funded by University College revenue to assist with the Forensic Services Graduate Certificate Program.

Our professional staff member, Alison Moll, manages grant and contract budgets and at times receives some compensation from faculty grants. There are no regular grant-funded positions in the department. In order to run the PhD program, we will need one more FT professional staff member. Alison Moll advises Criminal Justice students and arranges internships for all majors.

Two undergraduate work study students provide additional support in the office.
4. Material resources

Office space has been at a premium as the number of students has increased in recent years. The sociology department has been able to house our full-time tenure stream faculty in their own offices with computers, internet connections, and phones, but our one colleague with a split appointment, Philip Brenner, has not been allocated an office in our department because he also has an office in the Center for Survey Research. Non-tenure track faculty, even those that teach full-time, are assigned to offices with other NTT faculty. Office staff attempt to ensure that there is minimal overlap between office occupants in teaching and office hours. At least three students share each of the four small offices assigned to graduate assistants.

Our current central departmental administrative office space is adequate, although at present we are one desk short when both work-study students are working at the same time. Our professional staff adviser has her own office and the main department office provides a welcoming atmosphere for all faculty and students. Departmental work is facilitated by use of a shared drive for storage of most department documents, thus allowing all staff easy access. A high capacity copy machine is available to all faculty and linked to each faculty member’s desktop. A projector is now being installed in the department’s conference room to facilitate presentations (including in the graduate seminars).

Research resources available to students through the Department of Sociology and Computing Services can support the full range of research and scholarly activities required of sociology students. These resources include: computers for data processing, statistical calculations, word processing, graphical displays and e-mail; hardware for creating multimedia products and recording observations in the field; and data archives for secondary analyses of social science research questions. All campus computers have high-speed internet access and are equipped with Web browsers.

Sociology graduate students have access to a wide range of advanced computer resources for statistical calculation, document preparation, and multimedia applications. The University maintains six Windows PC labs and two Macintosh labs for general student use and one Graduate Research Computer Lab (GRC) for graduate students, faculty and staff. Each of these labs provides Microsoft Office software and internet connections, as well as SPSS (the Statistical Package for the Social Sciences) and other statistical software. The GRC also provides software for editing documents and graphics and for drawing and it includes hardware for scanning, for printing posters, and for working with digitized images. The Department of Sociology provides Windows-based PCs in each office assigned to graduate assistants.

These computational resources are complemented by extensive social science data archives and access to ongoing social science research projects. Students have access to the extensive datasets available at the Inter-university Consortium for Political and Social Research (ICPSR). At least one Applied Sociology graduate student is hired each year as a research assistant at the Center for Survey Research at UMass Boston and has access through CSR to data.
collected in some of their funded survey research projects. Ongoing faculty research also
provides opportunities for student thesis and honors projects.

The Department’s annual budget supports part-time faculty salaries, incidental research
expenses. In FY2013 the total budgeted funds of $91,5570 were distributed in the following
categories:

RTF: $49,962.00
DEV: $709.00
ESS: $12,517.94
CTF: $28,368.00
Total: $91,556.94

RTF=Overhead from faculty grants that is distributed in support of faculty research;
DEV=university development office (donations to sociology); ESS (Educational Sales &
Service)=revenue from University College courses taught by sociology faculty and available for
most purposes, including moving expenses for new faculty; CTF (Curriculum Trust Fund)=funds
from central administration to support general operating costs (nor normally including salaries).

The Department’s Executive Committee makes allocation decisions for major
expenditures from the RTF account. Most RTF expenditures are in support of faculty research-
related travel and computer-related expenses (see examples in Appendix). Other department
committees conduct personnel reviews (Personnel Committee, Tenure & Fourth Year Review
Committee, Promotion Committee), manage searches (personnel search committees), monitor
the department’s curricula and programs for its three majors (Curriculum Committee, Social
Psychology and Criminal Justice committees), review the department’s graduate programs
(Graduate Committee, with the directors of the Forensic Services and Survey Research graduate
certificate programs), plan and schedule social and scholarly events (Social Theory Forum
committee, Colloquium Committee) (see Sociology Constitution, appended).

5. Library use

UMB’s Healey Library has over 500,000 volumes and receives about 56,000 domestic
and foreign journals and newspapers through its online databases and subscriptions. The current
library practice is to purchase monographs in online format whenever possible to save the costs
of processing and shelf space. Online access also provides more convenient access to our
patrons. The Healey Library supports all research and curricular areas in sociology. It is
currently purchasing all titles requested by faculty in academic departments. The Library
provides on-line indexes to the social science journal literature and related resources through the
following titles which can be accessed from its database page:

Ageline: Gerontology Resources from the AARP;
Anthropology Online;
Blackwell's Encyclopedia of Sociology Online;
Communication and Mass Media Complete
Criminal Justice Abstracts,
ECON LIT;
Lexis/Nexis (access to US government indexing and statistics in addition to contemporary newspaper coverage);
PsychInfo,
SocINDEX;
Social Sciences Citation Index (WEB OF SCIENCE),

The library also supports the University’s membership in the ICPSR (Inter-university Consortium for Political and Social Research). Faculty and students can access its archive of social science data via the Healey Library database page under the letter I.

Healey Library supports the field of Sociology with access to approximately 4600 online journal titles covering the Library of Congress broad classifications of General social sciences; Statistics for the social sciences; Sociology; Social History & Conditions; Sociology of Marriage, the Family, and women; Sociology of communities, classes and race; Social Pathology; Socialism.

The Healey Library is also providing film content by purchasing DVD’s and subscribing to streaming services which support the discipline. The FILMS ON DEMAND SERVICE currently offers 1768 streaming film titles that are categorized in the field of sociology. This service may be accessed through the Healey Library database page under F. The Library is also subscribing to Alexander Street Press’s online streaming service for ANTHROPOLOGY AND ETHNOGRAPHIC videos which includes 1097 streaming titles. This title is accessed through the Database page under A. The Alexander Street VAST collection of academic videos offers more than 238 streaming titles for Criminal Justice & Public Safety; over 47 titles on ethnic studies and over 107 streaming title on women and Gender studies. This collection is accessed through the database page under V. The library will purchase DVD’s for classroom uses that are not available through its streaming services.

In addition to its own holdings, the library provides an interlibrary loan service allowing faculty and students to borrow books that are not available at Healey and to receive electronically delivered copies of articles not available through Healey. Most recently in the last academic year this service is also providing a document delivery service that retrieves items in the Healey collection as well. This document delivery service delivers Healey electronic items to the patron’s online interlibrary loan account and puts holds on physical books for pickup at the circulation desk. The library is also a member of the Boston Library Consortium which allows faculty and students to borrow directly from many of the academic libraries in the Boston area www.blc.org

The library is a member of the Center for Research Libraries in Chicago (http://www.crl.edu/) which allows faculty and student access to the many foreign and more
obscure monographs and journals held by that institution. These CRL resources are accessed via Healey Library interlibrary loan services.

6. Student support (Graduate only)

The MA program offers a limited number of assistantships. However, we have been creative and industrious in securing grants and contracts to assure that most of our eligible graduate students are partially funded via assistantships and hourly work. Most graduate assistants work 4.5 or 9 hours per week during the semester(s) they are supported, although occasionally a student may receive a 13.5- or 18-hour assistantship. Assistants receive a stipend in addition to tuition remission and partial fee payment including health insurance. The current stipend for a full (18 hour) graduate assistantship for one semester is $15,370.

In AY 2012-2013, 21 graduate students received assistantships that supported a total of 180 hours of work per week. Support for seven students was from external or other non-departmental research grants; most of the rest were employed by Office of Graduate Studies funds as Teaching Assistants. In AY2011-2012, 19 graduate students received assistantships. Five were supported by research grants and most of the rest worked as Teaching Assistants with funding from the Office of Graduate Studies (two worked in administrative support positions). Teaching assistants are expected to complete the program's seminar on teaching.

C. Student profile

Our students include undergraduates in our three majors, graduate students in our MA program and our two graduate certificate programs, as well as other students who take sociology department courses to fulfill other requirements or as electives.

1. Enrollment

Our enrollments have grown rapidly at the undergraduate level, but have been relatively constant in recent years at the graduate level.

a. Number of student majors by department and by academic degree program.

Since 2005, we have expanded total enrollment in our three majors by 56%; since 1988 enrollment has quadrupled in our majors. This growth is due to the attraction of the major in criminal justice—an attraction that has continued except for a slight downturn in 2009 when the department implemented a GPA requirement for CJ majors that exceeded CLA requirements. After a slight initial decline when the CJ major opened, in 1997, the number of students majoring in Sociology and Social Psychology has stabilized—even increasing somewhat in the last two years. We now have between 900 and 1,000 majors each year (counting only half of the social
psychology majors), which makes us often the largest department in the university in terms of student majors (although Psychology is sometimes ahead of us).

Sociology Department Majors, 1988-2012

The numbers of Sociology and Criminal Justice minors increased at a relatively comparable rate from 1998 to 2009, with the number of Sociology minors generally exceeding the number of Criminal Justice minors. However, the number of Sociology minors declined in numbers in the past three years—a pattern that requires further investigation. There has also been a slight recent decrease in the number of Criminal Justice minors.

Sociology Department Minors, 1998-2012

Enrollment in the Graduate Program in Applied Sociology has been relatively more stable. After remaining between about 20 and 30 per year until 1997, the number of matriculated graduate students rose to a high of 72 in 1999, after which the numbers have slowly declined to about 30. The numbers do not include 5-year accelerated MA students who have not yet been
achieved graduate status, nor students enrolled as certificate-only students in the interdisciplinary Forensic Services Graduate Certificate Program.

Sociology MA Students, 1988-2012

b. Student FTEs by level of courses (lower, upper and graduate division).

The percentage of undergraduate students taking courses at the 100-level has remained relatively constant since 1998, fluctuating between about 25 and 31 or 32.

Percent of Undergraduate IFTE at 100-level, 1998-2012

Since 1998, parallelling the overall decline in graduate enrollment since that time, the percentage of sociology instructional units at the graduate level has dropped, from a high of 12% to 5% in 2011 (although 5-year BA/MA students who have not yet reached graduate status are not counted in this ratio).
c. Class sizes (average, range and median).

The average size of our introductory classes has dropped dramatically since 1998, from a high of 60 in 2004 to under 30 in 2011. This declining trend may be due to the courses, such as First Year Seminars, that are now offered to satisfy General Education requirements and that have particularly low enrollment caps. The average size of classes at the 200- and 300- levels has increased slightly, with no clear trend for 400-level classes.
Average graduate class sizes have declined from a high of 24 in 1998 to 13 in 2011.

Graduate Class Sizes, 1998-2011

d. Number of degrees and certificates awarded.

The number of undergraduate degrees awarded to majors in our programs has increased markedly since 1998, but this has been due solely to the growth in Criminal Justice majors from no graduates in 1998 to over 120 in 2012. The numbers of degrees awarded to Sociology and Social Psychology majors have remained relatively constant, at about 80 and 20 per year, respectively (counting half of the Social Psych majors).
The number of MA degrees in Applied Sociology rose rapidly from a low of 5 in 1998 to a high of 30 in 2004, only to decline to a rate of about 15 per year since 2009. About five Forensic Services graduate students receive a certificate each year.

Number of MA Degrees and Graduate Certificates, 1998-2012

2. Survey results

The survey of majors was distributed in upper-level (300- and 400-level) courses offered in the department in order to sample primarily majors in Sociology, Social Psychology, and Criminology/Criminal Justice. This focus was achieved, as 87% of 383 respondents had declared a major and 86% had completed at least 6 courses in that major. Of the total sample,
22% were Sociology majors, 16% were Social Psychology majors, and 47% were Criminology/Criminal Justice majors (double majors were not distinguished).

Overall satisfaction was quite high among students in all three majors, with 80-90% in each major expressing rating themselves as “satisfied” or “very satisfied” with their major overall as well as rating the courses in their major as overall “good” or “outstanding.” Agreement that they would declare the same major if they were to do so again was somewhat lower among Sociology majors than among Social Psych or CJ majors (45% compared to about 60%). Just under half in each major felt that their experience in the major exceeded their expectations. These ratings focused on the major were similar to ratings of UMass Boston as a whole.

**Indicators of Overall Satisfaction (% Satisfied, Very Satisfied)**

Satisfaction was also high with specific aspects of the three majors. Eighty to ninety percent in each major were satisfied or very satisfied with social diversity in their major, with the size of advanced classes, and with the career relevance of the courses. Satisfaction with the variety of courses, with scheduling, and with interaction with faculty and with advising was a bit lower, with some indication of a less satisfaction with faculty interaction and advising among Social Psychology majors.

**Satisfaction with Major Experiences (% Satisfied, Very Satisfied)**
Evaluations of other aspects of course experiences varied little between students in the three majors. Overall, about 90% of students in the department’s majors rated specific aspects of their major course’s content as valuable—more so than General Education courses—and about 80% rated positively the contribution of their major courses to understanding other cultures, diversity, critical thinking, and global issues.

Ratings were more mixed in terms of specific course features, although with little variation between students in the three majors. Between 80% and 90% agreed that their major courses were stimulating and prepared them with job skills, but only half agreed that the courses exposed them to current research and scholarship and 40% agreed that the courses should be more demanding (with the same proportion agreeing that a statistics course should be required for majors).
Most majors felt that their major courses had contributed “very much” or “quite a bit” to their acquisition of a number of specific skills. Thinking critically, writing clearly, learning on one’s own, and becoming a more informed citizen were skills rated most highly by students in each major. Ratings of learning to understand oneself and ethical principles were also rated highly, but much more so by Social Psychology majors. Learning how to speak effectively, use the library, conduct quantitative analyses, and learn how to work with others were given ratings that were a bit lower. Learning computer/info tech skills was rated as the skill to which courses in the major contributed the least.

Of course, students’ substantive interests differed markedly depending on which major they had declared. Almost all Social Psych majors (90%) expressed a “high” level of interest in social psychology, while about three-quarters of CJ majors rated their interest in criminal justice
and criminology/victimology as high. Interest in law and society and in substance abuse was almost as high among CJ majors. Sociology majors did not have as distinct an interest, with just about half rating their interest in general sociology as “high.” Social Psych majors were more likely to express an interest in health/mental health and in substance abuse than were Sociology majors.

“High” Interest in General Areas

Students in the three majors also differed in terms of more specific interests—many of which are normally a part of a sociology curriculum but not of the other two. Roughly half of Sociology and Social Psych majors were interested in social services, social policy/problems, social stratification, and/or ethnicity. Sociology majors were particularly interested in the sociology of culture, ethnicity, and media issues relative to the other majors. The least popular areas of specialization were globalization, sociology of politics, immigration, and aging.

“High” Interest in Specific Specializations
Students in the three majors also differed somewhat in their career goals, with Social Psych majors most oriented to pursuing a graduate school degree (almost 60%), and Criminology/Criminal Justice majors least interested (30%). Only two in five students in any of the three majors had heard of the Department’s 5-year combined BA/MA degree.

**Graduate School Orientation**

The social characteristics of students in the three majors differed somewhat. Sociology and Social Psych majors were much more likely to be women, while the gender split among CJ majors was about even. Sociology majors were a bit younger and less likely to be African American or Latino than students in the other two majors. Only 10-15% of the students in any of the three majors had been born outside of the U.S.

**Sociodemographic Characteristics by Major**
Most students were receiving some type of financial aid and between 40 and 50 percent were full-time employees; no more than one in five were caring for dependents.

Employment and Finances

More than half the students had transferred to UMass Boston, with the fraction being highest among Sociology majors. More than two-thirds of Sociology and Social Psych majors had been taking classes only during the day, as compared to just half of the CJ majors. Almost all the students preferred to take classes at the Harbor campus, but about one-third said they would like more online courses—with interest being highest among CJ majors.

Student Status and Preferences
b. Post graduation employment or enrollment in graduate or professional school.

Most of the eleven (11) students who graduated from our MA program last year are gainfully employed. The program’s book award winner is part of a research team at Adelphi Values that conducts studies for the development, validation and use of Patient-Reported Outcome (PRO) measures, which are instruments used in clinical trials (with a focus on patient quality of life etc). Our Blackwell Prize winner returned to Bogata, Colombia to run a non-profit addressing the country’s violence. Two graduates are attending PhD programs in their fields (Educational Research and Social Work/Sociology) at Boston University, and one was hired as a research analyst at Partner’s Healthcare.

3. Descriptive data on students in the program

a. Age, gender, ethnic mix of students enrolled as majors by department and academic degree program.

The population of students in our three undergraduate majors in 2011 was diverse in terms of both gender and race/ethnicity. Almost 80 percent of social psychology majors were women, as were two-thirds of the sociology majors. Half of Criminal Justice majors were women. Each of our three majors was slightly more diverse with respect to race/ethnicity than the College of Liberal Arts student body as a whole, with about half being of a race or ethnicity other than white Anglo. There were few international students (non-resident aliens) in any of the majors.
*Includes American Indians/Alaskan Natives and Hawaiian Natives/Pacific Islanders. UMB definition. Some duplicate counts.

**Non-resident aliens.

Women comprised 75-80 percent of the graduate students in Applied Sociology and in the Forensic Services certificate program in 2011. Minority representation was higher in Applied Sociology (32%) than in CLA graduate programs as a whole (24%). Minority participation among certificate-only students in Forensic Services was much higher, but on a base of only 4 students.
II. Assessment

This section should provide a reflective analysis of the program in light of the missions, goals, and objectives of the University and the program. Strengths and weaknesses, accomplishments and shortcomings should be analyzed with an eye toward program improvement. Goals are presented below in the order suggested in the Self Study Template, but they are numbered as they were listed in Section I of this report.

A. Teaching and learning

We have updated the curricular offerings in each of our majors and advising for all our students, we have added new requirements and approaches to ensure coherence, rigor, and relevance and we have developed and implemented a comprehensive learning outcomes assessment program.

Goal 4: To maintain the currency of our curricula for majors.
Objectives

1. To add courses in underrepresented or rapidly changing areas of the discipline.
2. To develop new courses reflecting the importance of international perspectives in our disciplines.
3. To maintain our strength in key areas by hiring replacement faculty as required.
4. To hire new faculty to develop new areas in the curriculum.

We have enriched and updated our undergraduate curriculum with twelve new courses in culture, communications, South Asia, diversity, and gender. In collaboration with a colleague in Women’s Studies, we have also updated a course formerly entitled “Women in Third World Development”; its name is now Gender, Development, and Globalization. In addition, we have created online versions of two additional courses. Our new courses range from Sociology of Culture, Popular Indian Cinema, Victimization, and Sociology of Media and Mass Communication to Race, Incarceration, and Deportation, Men’s Lives in the US, and Environmental Justice & Human Disasters. Since 2005, we have hired 11 new tenure stream faculty, all of whom add substantial teaching diversity and excellence for our undergraduate programs (including 2 faculty persons who will be joining us in Fall 2013). These faculty have either expanded or improved our undergraduate teaching offerings in the following areas: introduction to sociology, criminology, criminal justice systems, stratification and inequality, quantitative and survey methods, global and cross-national studies, victimology, gender, health, immigration, family, media, culture and communication studies.

Goal 5: To improve the rigor and coherence of our majors.

Objectives

1. To revise our Social Psychology and Criminal Justice majors
2. To review and expand our senior capstone options.
3. To increase the proportion of full-time faculty teaching in our largest major, Criminal Justice.
4. To add a statistics course to our Sociology and Criminal Justice majors.
5. To add new courses and honors options to our Criminal Justice major.

The department has added final papers to our internship courses to allow them to meet the new college requirements for capstone courses and to reflect the curricular recommendations of the American Sociological Association. It has also added two new senior seminars that fulfill capstone requirements: SOCIOL 472 Media Violence and Society and SOCIOL 473 Diversity and Social Change. We have also used the senior seminar “course shell” (SOCIOL 470) to introduce our majors to a diverse range of special topics (recent examples include the Sociology of the Great Recession, Consumer Culture and Identity, the Sociology of Emotions and Globalization and the Nation State).
In 2010, we started the Lambda Iota chapter of Alpha Phi Sigma, the national criminal justice honor society. We currently have 42 active members among current students.

Beginning in 2011-2012, the CJ honors society began a series of brown bag lunches with criminal justice professionals, to expose students to career options, professional advice, and networking opportunities and other group events, like hosting the Massachusetts Court of Appeals on the University of Massachusetts Boston campus. This year (2012-2013), honors students will also participate in service events, like the annual Boston Homeless Census. We will continue such group activities in the future to foster a sense of group cohesion and to create opportunities for professional development for honors students.

With the Department of Psychology, we have revised the Social Psychology major. Our Criminal Justice Committee is working on a revision of the Criminal Justice major.

**Goal 6: To increase interdisciplinary learning opportunities and cross-unit engagement.**

**Objectives**

1. To add courses cross-listed with other programs and departments.
2. To encourage faculty and student engagement in other programs.

We have added one course to our curriculum, Latino Boston, in collaboration with the Latino Studies Program. Professor Jorge Capetillo has also been serving as this program’s director in recent years. We have developed new cross-listings with the Communications program, which will offer UMass-Boston’s first Communication’s BA degree starting in Spring 2013 and is expected to be a major growth area for undergraduate majors. These courses include the Sociology of Popular Culture (SOCIOL/COMSTU 120G), Popular Indian Cinema (SOCIOL/COMSTU 375) and the Sociology of Media and Mass Communications (SOCIOL/COMSTU 300).

**Goal 7: To develop a system for assessing learning outcomes at the undergraduate level.**

**Objectives**

1. To review learning outcome assessment alternatives.
2. To test and evaluate a learning outcome assessment system.
3. To adapt learning assessment for each major.
4. To implement an annual learning outcome assessment system with regular feedback to faculty.

The Department of Sociology has embarked on a dedicated assessment of the learning outcomes of Sociology, Criminal Justice, and Social Psychology majors towards the end of their tenure as students at the University of Massachusetts Boston (UMB). This program is designed to be consistent with the standards developed by the New England Association of Schools and
Colleges (NEASC), which accredits UMass Boston. In the Fall semester of 2010 the department chairperson, Russell Schutt, recommended that the Curriculum Committee begin to explore possible methods and approaches to measuring undergraduate student learning. The Committee identified several important student learning goals and developed a general plan to conduct a pilot test in which students would be assessed. Although initial attempts indicated further development of the assessment model was necessary, it became an important step towards capturing student learning. These activities, already in progress, align with numerous current initiatives at local and national levels that emphasize the importance and value of measuring departmental learning outcomes. As such, there are several very good reasons and loci of motivation for developing a learning assessment plan.

First, the push toward more rigorous learning assessment is coming from a national, bipartisan movement to hold higher educations more accountable in the attempt to demonstrate that students are learning. It appears that this current is motivated by the concern about the decline of student achievement in the United States relative to other nations in our increasingly global environment.

Second, the accreditation body to which the UMass system is connected, the New England Association of Schools and Colleges (NEASC), documents an accreditation standard that provides the language and foundation for the development of a learning assessment plan:

Accreditation Standard 4.48: The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.

Third, currents in the University of Massachusetts system—and UMB in particular—are motivating the development of our learning assessment plan. In 2008, then-UMass President Jack Wilson endorsed the Voluntary System of Accountability (VCA). Two critical objectives of the VCA include demonstrating accountability and stewardship to public and supporting institutions in the measurement of educational outcomes and facilitating the identification and implementation of effective practices as part of institutional improvement efforts. Clearly, both of these objectives provide the foundation for an undergraduate-major specific learning assessment plan. Furthermore, in the Fall of 2011, UMB’s Faculty Council created a Learning Outcomes Subcommittee of its Academic Affairs Committee to provide faculty consultation on learning outcomes assessment of University-wide learning. At the same time, the Provost
Winston Langley established the University Assessment Council to develop a plan and recommendations for assessment. Though the organization of both were created with the intention of developing general education learning outcome assessment plans, it is clear from these creations that UMB is dedicated to understanding more about what undergraduate students are and are not learning. We intend to extend this approach with respect to the major-specific knowledge of Sociology, Social Psychology, and Criminal Justice undergraduates.

Finally, and the most important reason to develop a learning assessment plan, we need to know more about what our advanced and graduating students know about sociology. Indeed, the need to understand the learning our undergraduate majors, reflect on strengths and weaknesses, and make adjustments to our approaches and curriculum is the foundation of the plan. Teaching and learning are two sides of the same process, but are not the same thing. That is, the means of higher education (i.e., the instruction) are not identical to the ends (i.e., changes in knowledge or capabilities). As such, it is not sufficient to simply evaluate the quality of instruction. While this happens in different ways and at different levels, such evaluations miss the target of students’ learning ends or outcomes, thus, the need to develop and keep alive a plan for assessing students’ learning.

The purpose of learning assessment is program review; it is not intended to individually evaluate students or faculty. It is best considered a process for identifying those learning goals and objectives that are considered most important by a department, for understanding how well Sociology, Social Psychology, and Criminal Justice students meet the goals/objectives, and defining the means by which the program might be adjusted to foster additional gains in student learning.

**Procedure**

**Defining Learning Goals**

Over the past few years the Department of Sociology’s Curriculum Committee has worked on revising potential assessment models through critical discussion, collaboration and implementing pilot approaches with several trial assessment tools. The first step in developing the assessment tool was to identify the most important goals for students in Sociology with the idea that these goals would be later adapted to the specific majors in Criminal Justice and Social Psychology. Although the specific language of the goals was revised over time, the general elements included (1) understanding Sociology as a distinct discipline; (2) knowledge of the role of sociological theory; (3) Knowledge of quantitative and qualitative methods in Sociology; (4) Technical skills in retrieving information from electronic sources and data analysis; (5) Knowledge of the basic concepts in sociology and their fundamental inter-relationships. These goals were informed by a learning assessment rubric originally generated by the Economics Department at UMB, but were adapted to reflect the foci of sociology.
Identifying Sources for Assessment

The capstone courses across each major (with the exception of Social Psychology) were identified as the most suitable to gather data on student learning because the assessment model is intended to measure student learning outcomes at the end of their tenure at UMB. An important goal in creating and implementing a learning assessment was to maintain the integrity of the courses and teaching methods already in existence. In other words, the Curriculum Committee preferred to limit the use of additional assignments or standardization across these diverse courses. Capstone courses could be based in a traditional classroom setting or be integrated with an internship experience. Because of the diversity of scope and nature of the content in these courses, it was decided that a separate source of data was required to capture students’ learning in research methods. Each capstone instructor requires a research paper, although the specific content, length and nature of the assignment vary considerably for each instructor. These research papers were chosen as the source of data for identifying student learning outcomes – to the extent they meet expectations with reference to the goals noted in the above section.

Developing an Assessment Rubric

The learning outcome goals were used to create the learning assessment rubric. The initial model of the rubric identified four levels of expertise from poor to excellent. The Curriculum Committee developed criteria for each category with a detailed description for each goal and level of achievement.

Pilot Assessment #1

The first comprehensive trial run of the program was conducted in Spring 2012. A pilot assessment was conducted with a sample of papers from capstone courses, collected at the end of the semester. Several key problems arose when trying to use the rubric to measure student learning. First, the goal of understanding sociological methods of research was not adequately measured in the assignments submitted by students. Second, other areas of learning were evident in some papers but not others in which it was not discernible whether or not the student did not meet that criterion or the nature of the assignment did not provide an adequate source for such information.

The table below provides further illustration. The data in this table are derived from 10 Sociology capstone papers that were sampled from both (2) of the Sociology Capstone courses that were taught in Fall 2011. These two courses include SOC 460 Internship in Urban Social Service and SOC 473, Diversity and Social Change. A total of 30 students were enrolled for both courses.
Although these are just 2 courses, they contained 55% of all students who enrolled for the six (6) Sociology capstone courses that were offered between Fall 2011 and Fall 2012 (N=55 compared n=30 for this sample). It’s also worth noting that the papers reviewed represent 33% of the final papers produced for both classes.

The table provides a good illustration of the diverse topics covered by the student papers. The papers were all generally successful in meeting the criteria laid out by the final paper assignment for each class (a brief description of paper requirements is listed below the table). But the review team found that the papers did not reliably address most of the items listed in the learning assessment rubric.

**Knowledge of Sociology as a Distinct Discipline:** None of the papers discussed their topics in a way that could be used to assess the student’s knowledge of sociology as a distinct discipline.

**Theories/Concepts:** Theories and concepts were relevant to the course, but taken as a whole, were rather eclectic. Most of the papers did not provide enough information to assess student’s knowledge of core theories/concepts in sociology. The papers also did not require students to evaluate and compare theories, and requirements for using theory differed significantly between the classes.

**Research Methods:** The papers demonstrated students facility with using secondary sources, but the papers did not require the students to evaluate or apply sociological research methods.

**Electronic Resources:** Most of the students used electronic resources, as evidenced by the sources cited in their bibliographies and endnotes. However, the papers did not specifically evaluate student knowledge of e-resources available to them and facility with using and evaluating different kinds of e-resources.

<table>
<thead>
<tr>
<th>Paper Topic</th>
<th>Discussion of Sociology as distinct discipline</th>
<th>Sociological Theories and/or Concepts</th>
<th>Data Used</th>
<th>Evidence in proficiency with electronic resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 473</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n = 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual education</td>
<td></td>
<td>Pluralism vs Assim distinction</td>
<td>Academic research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural/Structural assimilation</td>
<td>Policy reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identificational assimilation</td>
<td>News articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Paper</td>
<td>Topic</td>
<td>Method Issue</td>
<td>Theories</td>
<td>Sources</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Paper 2</td>
<td>GLBT rights</td>
<td>N</td>
<td>Liberal/ value pluralism, Radical multiculturalism, Pragmatic fallibilism, Charles Taylor’s theory of cultural recognition</td>
<td>News articles, Academic research, Advocacy literature</td>
</tr>
<tr>
<td>Paper 3</td>
<td>Media portrayals of black athletes</td>
<td>N</td>
<td>Power elite theory, Value Pluralism, Cultural pluralism, Coded media discourse</td>
<td>News articles, Academic research</td>
</tr>
<tr>
<td>Paper 4</td>
<td>Black women and domestic violence in the media</td>
<td>N</td>
<td>Intersectionality theory, Pragmatic fallibilism, Charles Taylor’s theory of cultural recognition, Postmodern liberal pluralism</td>
<td>Print and television media coverage, Academic research</td>
</tr>
<tr>
<td>Paper 5</td>
<td>Occupy Wall Street</td>
<td>N</td>
<td>Power elite theory, Political &amp; Cultural pluralism, Radical multiculturalism</td>
<td>News articles, Academic research, Advocacy literature</td>
</tr>
<tr>
<td>Paper 6</td>
<td>Women’s rights in Saudi Arabia</td>
<td>N</td>
<td>Value pluralism, Cultural pluralism/assimilation, Charles Taylor’s theory of cultural recognition</td>
<td>News articles, Academic research, Advocacy literature</td>
</tr>
<tr>
<td>SOC 460</td>
<td></td>
<td>n = 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>Substance abuse treatment for culturally diverse group of adolescent girls</td>
<td>N</td>
<td>Operant conditioning, Reinforcement theory</td>
<td>Academic research, Nonacademic policy and service delivery literature</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Palestinians and discrimination after</td>
<td>N</td>
<td>Social conflict theory</td>
<td>Academic research, Nonacademic policy and</td>
</tr>
</tbody>
</table>
Paper Requirements in Brief

**SOC 473: Diversity and Social Change**

**Length:** 10-15pp.

**Paper theme:** Review a “controversy” that is relevant to any of the aspects of diversity that we reviewed in class. Can include cultural diversity, political diversity, race/class/gender/sexuality. Discussion should relate this issue to a policy debate.

**Theory requirements:** Must draw on at least 4 theories/concepts from class – focus on theories of multiculturalism, pluralism and diversity.

**Library research requirements:** Cite at least 8 academic journal articles using correct citation style. Policy/news reports can be used but don’t count toward 8 journal article total.

**SOC 460: Internship in Urban Social Service**

**Length:** 8-9pp.

**Paper theme:** Learn about a cultural group that is new to you, interview a group member or staff member of an agency serving that group, and develop a treatment intervention to a hypothetical case scenario for members of this group that requires cultural sensitivity.

**Theory requirements:** Expected to integrate theoretically-informed culturally sensitive intervention strategies into your approach to build rapport and maximize effectiveness with the client. No specific # of theories/concepts required.

**Research requirements:**

- *Library Research:* Cite at least 2 academic journal articles (note: this was an internship class requiring extensive field work, hence the lighter research requirements). Encouraged to use other nonacademic sources (applied/service models, policy reports etc) which do not count toward the 2 journal article total.
Interview and Fieldwork: Interview at least one group member or staff member of an agency serving this group, and use this info to develop a treatment intervention.

Changes to the Model

To make adjustments to the first issue, the Curriculum Committee decided an alternative could be to use data sources from students in the research methods course. Because the methods courses do not require students to submit assignments that would capture a comprehensive understand of quantitative and qualitative methods, an additional (brief) quiz was created for instructors to implement at the end of the semester. Instructors were given a suggested model, but were allowed to adapt the template.

To address the second problem identified in the previous section, the Curriculum Committee created a brief supplemental questionnaire that asked students to reflect upon their research paper in reference to the learning goals. These questions included:

1. Describe the ways in which your research/internship experience was sociological (grounded in the field of criminal justice/criminology). Be sure to identify any important sociological concepts (concepts in criminology or criminal justice) that help demonstrate that you understand your topic of interest/experience. 2. How does your [research/internship experience] apply, analyze or critique sociological (criminological) theory and/or prior research on your topic? What concepts in sociology (criminology/criminal justice) enhanced your understanding of [your topic of interest/internship experience]? 3. What resources did you draw upon to conduct your research? Provide a list of your references. Explain the process behind how you selected these references. 4. Given your [research/internship experience] what recommendations would you make to guide policymakers or academics in terms of directions for policy or future research?

Both assessments were provided to instructors mid-way through the semester in Spring 2012 to implement into their classes. Prior to implementation feedback was solicited from the instructors to identify any potential problems or foreseen conflicts. Instructors were advised to inform students that the assessment tools would not reflect on their grade for the course or act as an individual assessment. Instructors were in turn advised that the students’ performance would not be a reflection or assessment of the quality of the instructors’ teaching or a critique of their methods.

Pilot Assessment #2

At the conclusion of the semester, students’ research papers and reflection supplements from capstone courses as well as the research methods supplemental assessments were collected by the Curriculum Committee. Two sociology professors (Youngreen and Zaykowski) were
funded by the University’s director of learning assessment in Summer 2012 to review and revise these learning assessment procedures. Dr. Youngreen and Dr. Zaykowski then reviewed the students’ work with reference to the developed rubric. An important step in improving the assessment model was to include the research methods course supplement, which allowed for measurement of quantitative and qualitative research methods as well as other related questions relating to research design (e.g. research ethics).

The capstone courses still posed more difficulty. With the supplemental student assessment, there was still a great deal of variety in terms of what the students were writing about such that, in many cases, it could not be determined whether they were meeting the learning goal expectations. Furthermore, in many of the capstone projects, the assignment did not explicitly ask for the student to include information relevant to the assessment. For example, although it is important for students to understand how sociology is a distinct discipline, students do not specifically discuss this in their papers. It was also clear that a generic template for sociology was not directly applicable to Criminal Justice and Social Psychology courses – confirming the need for three distinct learning assessment rubrics. Led by Prof. Heather Zaykowski, several of the Criminal Justice faculty in the Sociology department developed a rubric tailored to the learning outcomes for Criminal Justice majors. Likewise, Professors Reef Youngreen and Michael Milburn (Psychology) coordinated efforts to produce a rubric with learning outcomes specific to Social Psychology majors.

**Additional Changes to the Model**

In light of the assessment process in the second pilot, the rubric outcomes were changed from four to three categories – and named them as “exceeding” “meeting” and “falling below” expectations to better reflect the assessment goals. It was also decided that each major should be measured on its own assessment due to the diversity across each field. In addition, all majors would have the same research methods assessment.

Another important change to the procedure of assessment was to develop a method of sampling due to the substantial number of “artifacts” produced by students and the potential number of faculty who would be responsible for reviewing them. The sampling method will consist of a systematic random sample of 10% of the total population of artifacts or 10 artifacts – whichever was larger for each major. This strategy was selected to generate enough papers to establish a representative sample that was feasible for evaluation but also to set a minimum standard. All papers will be reviewed by two faculty members. In year one, the sampling will take place after the fall and spring semester. In each year after, the sampling will take place at the end of the academic year. Reports will be issued on an annual basis (the first annual report will review data gathered from Spring 2012 and Fall 2013).
Goal 8: To provide more students with research exposure and research training.

Objectives

1. To offer colloquia for graduate students and undergraduate majors about faculty research and scholarship.
2. To develop new opportunities for research engagement in classes.
3. To add additional research courses.
4. To publicize faculty research on the website.

Professor Phil Kretsedemas developed a brown bag luncheon colloquium series that encouraged faculty and graduate students to discuss their ongoing work with students and other faculty. Cinzia Solari has redesigned this series as a colloquium that will bring in outside speakers, primarily from other UMB units and Boston area universities, to speak about their research. We envision this colloquium series as facilitating greater intellectual engagement in our department and for increasing the visibility of our new PhD program. We redesigned our graduate methods course series so as to begin a class research project in our Foundations of Applied Sociology seminar, which then continues in Methods I. This approach has led to successful class projects with the Louise D. Brown Peace Institute, Teen Empowerment, and the Massachusetts State Hospital (in progress). We have added new methods courses to our graduate curriculum as part of the new PhD program. We are also using our website to routinely publicize faculty research.

Goal 9: To improve the department’s support infrastructure

Objectives

1. To increase the number of support staff.
2. To improve office management.
3. To improve resources available on the web.
4. To upgrade department-based facilities for teaching, meeting, and socializing.

We have been able to double the size of our office staff since 2005, from 1.5 to 3.0 positions, with one being a professional staff member who advises many Criminal Justice majors and arranges internships for all three majors. We also employ two undergraduate work-study students to support the staff and faculty. Our physical infrastructure has improved through reorganization of the main office and improved bulletin boards and other hallway displays, as well as seating arrangements for visitors. Our conference room (and graduate seminar room) has been remodeled and painted. Our information technology infrastructure has improved through use of a shared (virtual) drive to allow common storage and retrieval of departmental documents and access to a Xythos folder for long-term storage. We have scanned and stored virtually old student course evaluation comment sheets, allowing us to weed old student comment sheets and
thus clear filing space. We have placed more departmental resources on the web so that they are available to student and the public. Alison Moll maintains a special Blackboard site to provide materials useful to Criminal Justice majors. This year, we have upgraded our copying equipment to ensure greater reliability and we have installed a permanent projector to facilitate presentations in our conference room. We have provided individual copy machine access codes for faculty to identify issues with excessive use and to ensure efficient use of departmental copying resources.

**Goal 10: Increase retention and reduce time to graduation.**

**Objectives**

1. Improve advising when students declare a major
2. Assign all majors a permanent faculty adviser.
3. Institute mandatory advising holds to ensure student-adviser contact.
4. Increase flexibility of and information about student advising options.

The department has streamlined procedures for declaring a major and linked major declaration to assignment of a permanent faculty adviser. The department now requires students declaring a major to receive advising from the department chair or program director prior to declaring the major and then assigns all declared majors a permanent faculty (or professional) adviser. In addition, all majors receive a mandatory advising hold, requiring them to meet with an adviser once a semester—who invites his or advisees through an email each semester. These procedures ensure increased student access and contact with faculty members, who can provide a tie to the university and improve academic and professional guidance, thus improving the odds of retention. In order to increase opportunities for advising prior to course registration, we also offer students Open Advising days when professional advisers and faculty are available on a walk-in basis.

Our first semester’s experience with this new advising system was generally positive, but it became clear that the additional burden imposed on Alison Moll, our profession staff adviser, who was responsible for advising almost 500 Criminal Justice majors, was unreasonable. In consequence, we revised our plans to spread out advising to our full-time lecturers (with a reduced advising load) and to consolidate Alison’s advising for course registration with her advising of criminal justice students prior to their senior year. This will ease considerably Alison’s advising burden while not increasing substantially the advising load for faculty.

**Goal 11: Improve faculty advising**

**Objectives**

1. Develop faculty advising handbook.
2. Provide systematic faculty training in advising.
3. Increase real-time supports for faculty advising.
Our departmental professional advisor (Alison Moll) developed an advising handbook to serve as a faculty reference on both general education and major requirements, along with common issues that come up (e.g., transfer credits, probationary status). Our departmental professional advisor and a CLA advising professional provide regular training on advising issues. Faculty can also receive advice about advising from Alison and from a CLA professional advisor during our Open Advising days.

We are very pleased with the Advising Handbook and faculty have improved their knowledge of University requirements through their advising experience and contact with our advising professionals.

Goal 12: Increase support for non-tenure track faculty

Objectives

1. Improve recruitment, support, and review procedures to ensure high standards in course delivery.
2. Develop Lecturer Review Committee to focus on NTT support and review.
3. Extend advising engagement by non-tenure track faculty.
4. Increase communication to and engagement with NTT faculty.
5. Support advancement of NTT faculty to Senior Lecturer rank, as appropriate.

We continue to hire both advanced graduate students from area PhD programs (e.g., BU, Northeastern) and qualified professionals (with masters or professional degrees) to teach in our undergraduate curriculum, as needed. We have a special Lecturer Review Committee to carefully evaluate new NTT faculty during their probationary period and to work with them to improve performance, when needed. All Lecturers complete annual faculty reports, which are reviewed by a Lecturer Review Committee. These reviews include an assessment of student course evaluations. Lecturers nearing the end of their probationary period (3 years from date of hire) go through a more extensive probationary review. This review includes a review of course materials (syllabi, assignments), student course evaluations, and a personal statement by the faculty member about his/her development as an instructor. In the past three years, 7 faculty members have undergone such a review. Lecturers with a minimum of 10 years of service are eligible to apply for promotion to Senior Lecturer. This review process is similar to that of a probationary faculty member at the departmental level, and then also undergoes review by the College Personnel Committee. We have now promoted 4 lecturers to Senior Lecturer status, including one in this academic year. As a result of the department’s success in recruiting talented NTT faculty and monitoring their performance, students have rated almost of their NTT instructors in the “good to outstanding” and “outstanding” categories on our course evaluation instrument.

We have also increased our support for professional development among lecturers. We include lecturers in most emails about upcoming events and opportunities. Our
Curriculum Committee has recently instituted a “Talking about Teaching” brownbag, to encourage discussion among all faculty (tenured/tenure track and Lecturers). The goal is to encourage faculty to share best practices as well as struggles (and strategies to overcome) they have experienced. The department also had developed a Lecturer Handbook to provide useful information and guidance for Lecturers. This handbook is distributed to all new Lecturers at the beginning of each academic year. The University sponsored a scholarship award for Lecturers engaged in substantial scholarship. In 2011, the department successfully nominated one of our long time Lecturers (Melanie Joy) for this award. Lecturers have been collegial partners in departmental affairs, adapting to our teaching and advising needs.

**Goal 13: To maximize the accessibility of our programs.**

1. To develop courses offered online.
2. To increase the number of courses with online components.
3. To adapt courses to reach underserved groups of students.

We have made the Sociology undergraduate program more accessible to working and limited mobility students by expanding its online course offerings. Courses converted to an online format (since 2005) include: Introduction to Sociology, Sociology of Gender, Drugs and Society, Social Problems and Police and Society (cross-listed with CJ). At the graduate level, one course (SOCIOL 623: Alcohol, Drugs, and Crime) has regularly been offered online. We plan to slowly expand these options, to test the interest and demand for an online program. In the next several years, we would like to create an online section of SOCIOL 667 Sociology of Law, followed (if the demand is there) by additional offerings.

**Goal 14: To contribute to the general education of students.**

**Objectives**

1. To support faculty teaching in collegiate and university-wide general education and support programs.
2. To adapt existing courses and develop new courses to satisfy general education requirements.

We continue to support faculty, both tenure stream and non-tenure track, who are interested in teaching non-sociology courses that satisfy general education requirements or meet the needs of other programs. Although few faculty teach non-departmental courses, we simply work such preferences into our scheduling as they arise. We have added several new courses to our curriculum to meet college needs for First Year and Intermediate Seminars.
Goal 15: Increase the size of the Forensic Services program

Objectives

1. Update marketing materials.
2. Update and improve online presence.
3. Attend graduate showcase events.
4. Visit courses to publicize the program.

In the fall of 2012, with University College marketing experts, the Forensic Services Program Director (Professor Leverentz) developed a new postcard to use to advertise the program. The program also mailed the newly developed postcard to area colleges, government agencies, and non-profits. Program materials on the Applied Sociology and Mental Health Counseling websites were updated to inform master’s students about the Forensic Services concentration and how it fits within their larger program goals. Additional publicity efforts have included an information booth at Graduate Showcase events and mailing additional materials to interested student, as well as visiting courses in Applied Sociology and Mental Health Counseling to inform graduate students about the program.

Goal 16: Improve the Forensic Services program’s coherence, flexibility, and availability.

1. Expand course offerings.
2. Expand site visit options for the Field Experience.
3. Tailor Mental Health Practicum sites for Forensic Services students.
4. Increase online options.

In 2009, the program expanded course offerings to better allow student flexibility and departmental flexibility in scheduling. Students now have several options to meet the Sociology requirements of the program (crime/law and health/mental health). Site visit options have been expanded for the Field Experience: Each year, students are allowed to choose their own site visits (in consultation with the faculty advisor) and successful visits are added to the overall list made available to future students to ensure wide ranging and up-to-date options. Finally, Mental Health Practicum sites have been carefully selected for Forensic Services students, with program staff working with the Mental Health Counseling program to identify appropriate practicum placements for Mental Health Counseling students.

Goal 17: Sustain excellence in standards and performance in all graduate programs.

1. Maintain high standards and careful procedures in review of program applicants.
2. Improve advising, mentoring, and engagement of graduate students.

Our graduate program has been most successful in preparing students for professional careers or further study at the doctoral level when students acquire the skill sets and social
networks necessary for careers in applied social research. Our program has a strong methodological core and community orientation that provides student both. Students work on faculty research projects, many in field placements. They also are a presence on campus attending graduate committee meetings and job talks. We will continue to seek out opportunities for students through teaching opportunities and sponsored projects. We will also encourage students to participate in local and national professional meeting through the submission of papers and presentations. We truly believe that our students are the best champions of our graduate program.

Our Graduate Program in Applied Sociology has maintained an excellent reputation offering students the opportunity to receive a MA in Applied Sociology and Graduate Certificates in Survey Research and Forensic Services. To increase diversity we implemented the accelerated 5-Year BA/MA program for UMass Boston students and each year we have increased our admission standards for this program, accepting only 1 or 2 of our best undergraduate students a semester in the accelerated 5-year BA/MA program. The current GPD (Hartwell) has been GPD for the past 6 years and has encouraged students to conduct applied research in the community and participate in service activities. She implemented a new graduate program orientation for incoming students including resource packets, TA handbooks, a welcome BBQ, and tours of campus. She has also stressed: (a) faculty mentoring by requiring mentoring contracts between faculty and graduate assistants; and (b) a cohort model based on class sequencing to build community among students. Program courses are rigorous and creative. For instance, the Foundations course Soc 600 has coupled with the introductory Methods course Soc 650 to complete community based research projects over the last 5 years. These projects have created strategic partnerships including ongoing research projects and internships with Parole, the Louis D. Brown Peace Institute, Teen Empowerment, and the Massachusetts Hospital School. MA students are required to complete internships in the community or take the Teaching Sociology Soc 610 course, and capstone options include the popular co-taught MA Paper Seminar, the Thesis, or a comprehensive exam. Our ability to support students via assistantships is outstanding due to faculty grant and contract efforts. The Graduate Student Sociology Association has been revitalized and focuses on community building both on and off campus. Activities include participating in orientation activities, editing a bi-annual departmental newsletter, on campus events for students, and off campus events in the community including volunteering at Prison Books, Friday Night Suppers, and Long Island Shelter. For the past decade the Graduate Program in Applied Sociology has lead a team at the annual Boston Homeless Census. Most recently our efforts have been on revamping publicity materials and recruitment for our new PhD program and Survey Research certificate. We recently completely overhauled our website to reflect these programs and enhance recruitment.

**Goal 18: Extend curriculum for Graduate Program in Applied Sociology.**

1. Revise and expand course offerings to reflect disciplinary developments.
2. Provide training in teaching.
3. Add new areas of concentration.
We have added graduate courses in teaching, in social psychology, in criminology, in qualitative methods and in social theory. We have also revised our course offerings as faculty composition has changed. We have continued to be constrained in the number of graduate courses we can offer by relatively low per-course enrollments. Our new Graduate Certificate Program in Survey Research adds a new area of concentration to the MA program and should increase the number of students attracted to our graduate program courses.

B. Professional service and outreach

Goal 19: To maintain and extend community outreach programs that build on professional strengths in the department.

Objectives

1. To engage new faculty in ongoing community-based research projects.
2. To develop professional relations with new community groups
3. To collaborate with community engagement programs in other UMass Boston units

Several faculty have engaged in community-based research projects initiated by senior faculty members, including Professor Leverentz (working on a Department of Public Health project with Schutt and a Department of Mental Health grant with female offenders, MISSION CREW with Hartwell), Professor Zaykowski (working on a Veterans Affairs research project with Hartwell), and Professor Bentele (working on projects with Hartwell and Schutt). The department has established ties with faculty in other units active in community research, including Professor Mark Warren (Public Policy PhD Program), Professor Christine Brenner (Public Policy PhD Program), Miren Uriarte (College of Public and Community Service), and Professor Laura Hayman (Nursing PhD Program).

Our faculty members are deeply engaged in research in the city of Boston, the larger metropolitan area, and urban areas across the nation and around the world. Projects range from Paul Benson’s Department of Education-funded research on families having children with autism, Stephanie Hartwell’s research on the transition of mentally ill inmates into the community, Heather Zaykowski’s research with colleagues in the Veterans Administration on support programs for homeless persons in Springfield, Massachusetts, and Andrea Leverentz’s research on the engagement of female ex-offenders in urban communities and on communities and crime, to Glenn Jacobs’ research on school policy in Chelsea and gentrification in Jamaica Plain, Russell Schutt’s research with a public health coordinated care program (recently presented to the Centers for Disease control) and a teen violence prevention program (recently presented to private community foundations), and Lakshmi Srinivas’s studies of the sociology of cinema in Indian cities. Philip Brenner, in his joint position at the Center for Survey Research, helps lead training programs in survey research for researchers throughout the Boston area. Our program also engages students in urban issues through current coursework, our proposed
doctoral concentration in Communities and Crime, internship placements in the Boston area, and trips to criminal justice and mental health agencies as part of our Forensic Services Graduate Certificate Program.

In the last decade, the Applied Sociology MA program has been the go-to resource for state agency evaluation and collaborative work, competing readily with neighbors at Brandeis and Northeastern universities. Our students have been involved with state agency university partnerships via the Departments of Correction, Mental Health, Public Health and Youth Services as well as Parole; non profit partnerships with agencies such as Span, Inc, Teen Empowerment and Louis D. Brown Peace Institute, and Federal organizations (the Veterans Administration). We also are willing partners with Boston agencies including the Boston Public Health Commission.

Faculty, often with graduate student assistants, work with university research centers and institutes, including the Gaston Institute (Capetillo, Leverentz), Trotter Institute (Jacobs, Leverentz), the Institute for Community Inclusion (Schutt and graduate students), the Center for Survey Research (Brenner).

In addition to school-related work, many of our graduate students work in community research settings. Examples of their positions include: Research Associate at Advocates for Human Potential, Inc., a firm that specializes on research concerning substance use, mental health, homelessness, and criminal justice/ the Division of Women's Health at Brigham and Women's Hospital, overseeing daily operations of multiple longitudinal psychiatric/epidemiological research studies; and the North American Family Institute, as part of the Mass. seclusion and restraint task force to eradicate needless and harmful supine restraint in mental health & detention settings.

Graduate students’ internships also reflect community engagement. AY year 2011-2012 students completed successful internships at local social services, non-profits, and state agencies all subsumed by social justice frames including the Department of Mental Health, Plymouth Mental Health Court, the Louis D. Brown Peace Institute, SPAN, Inc. (Boston’s largest non-profit serving released prisoners), Massachusetts Mentor Foster Care program, and Suffolk County House of Correction.

As we seek to develop the foundation for a PhD program, we are recruiting for an external advisory group that will include researchers in a number of state agencies and local service providers.

Goal 20: Develop opportunities to build professional connections.

1. To develop and support Graduate Sociology Student Association.
2. To engage graduate students in professional activities.
3. To develop extracurricular learning and social opportunities for undergraduate majors.
4. To publicize career-related opportunities through our web site.
The Graduate Sociology Student Association won the 2012 Beacon Award for outstanding graduate student organization for their service activities including enumerating the street homeless at the annual Boston Homeless Census, packaging books for inmates at Prison Books, and collecting donations for Toys for Tots and through participating in the Walk for Hunger, the Mother’s Day Walk for Peace, and Boston’s Walk for Animals. We have also increased our engagement of graduate students in departmental activities, including faculty searches, seminars, and Graduate Committee meetings. Graduate students have also increasingly presented papers jointly with faculty mentors at meetings of professional associations.

We have expanded departmental support and university-wide recognition for our Sociology Honors program and our graduating majors. In Spring 2006, the department organized its first recognition dinner for graduating Sociology majors and inductees into the Sociology honors society (including CJ and Social Psychology majors). This has since become a regular, annual event coordinated by a permanent departmental committee. The goal of this event is to foster a stronger sense of community among Sociology majors and alumni. Although the event honors graduating seniors, all sociology majors are invited to attend and Sociology alumni are usually invited to attend as guest speakers.

Goal 21: Encourage orientation of talented students to graduate education.

1. Increase recruitment of qualified undergraduates to 5-year BA/MA program.
2. Introduce graduate education in advising sessions.

We continue to publicize our 5-year BA/MA program for talented undergraduates. Our new system of permanent Advisers will facilitate more discussion about career options and graduate education. This year the MA program had 25 applications (fall/spring). These numbers are fairly close to past years, but 6 applicants have incomplete files. Of the remainder (n=19), we rejected 4 applicants, and of the 15 students accepted our yield was 11 or 75%. We are concerned about the rate at which applications are being submitted and materials are moving into processing.

Goal 22: Improve publicity about departmental programs.

1. Update and expand departmental and program websites.
2. Provide current departmental news online.
3. Publish departmental/graduate program newsletter.

We have updated and expanded our departmental website and the linked program home pages. We also publish our graduate program newsletter online and post information about recent faculty accomplishments on our main website. We are now devising a new social media element to our website to increase our communications with students and alumni/ae.
At the graduate level, our primary goal overall has been to manage and sustain our graduate program and our students, assuring that the program and students both grow in meaningful ways. We had three specific annual goals last academic year: (1) develop our stage II PhD program plan; (2) effective marketing and recruitment; and (3) understanding who our students are and how our graduates do. We accomplished our first goal by not only completing the planning of our Stage II proposal, but also finishing the proposal itself and ushering that proposal through UMass governance. We also completed and secured final approval of our new Graduate Certificate Program in Survey Research. Due to the demands of this undertaking and a sabbatical leave we did not make appreciable progress on goal 2. Nevertheless, the approval of the Survey Research Certificate has forced us to address the question of resources for marketing anew, and we have worked with enrollment services to develop new materials. Additionally, we have reached out to the CLA Dean and Vice Chancellor for Information Technology to help support these efforts. Similarly, as the GPD was not at fall orientation, entrance surveys of incoming students were not completed in relationship to goal 3. However, we do compile biographies on all our incoming students (see Fall 2011 newsletter: http://www.umb.edu/editor_uploads/images/cla_p_z/Fall%202011%20News%20letter.pdf), and exit surveys will be sent this summer to our students who graduated 2012. Biographies and exit surveys help us amass information about our students and help us glean information regarding students we are most successful at serving.

C. Scholarly representation of and contributions to the discipline or profession

Goal 1: To strengthen the department’s profile of research and scholarship.

Objectives

1. To hire junior faculty with demonstrated scholarly accomplishment.
2. To increase support for faculty research through research releases.
3. To increase the number of faculty seeking external grant support.
4. To base retention decisions on rigorous standards of scholarly accomplishment.
5. To improve support to faculty for grant and contract management.
6. To add more opportunities for faculty discussions about their own research and to consider research by others.

The scholarship of faculty in the Department of Sociology has grown considerably in both breadth and depth since our last AQUAD review. We have extended our contributions to scholarship in each of our three areas of emphasis, with additional faculty and new scholarly achievements. We have made in recent years dramatic gains in sponsored research and scholarly publications and important improvements in student support. We have developed plans to increase our success in both sponsored research in ways that will help us to meet and exceed important performance benchmarks.

All of our new faculty were hired on the basis of strong research and publication records, We have encouraged ongoing research activity through distribution of research releases to faculty
with research projects (no longer available with the new 2-2 teaching load, but teaching obligations of all full-time faculty have declined with the 2-2 scheduling) and by providing a departmental staff expert to manage grants. We have also added brief faculty research presentations at the start of each department meeting as well as a new colloquium series in which faculty are expected to participate.

Graduate research assistants have helped to strengthen faculty research programs. In 2011-2012, Orla Heyman provided research assistance on a federally funded evaluation of homelessness with Dr. Zaykowski, Camila Mejia, Xavi Lascano, and Taylor Hall were part of a multi-campus evaluation team (UMass Mass Med School and UMass Boston) lead by Dr. Hartwell to evaluate a federally funded specialized reentry program for dually diagnosed female felons. Camila Mejia also oversaw an American Sociological Association Community Action Research Grant (Hartwell) implementing and disseminating standard response protocols for first responders to homicide for the LDBPI. Taylor Hall works with the Bedford VA to support Hartwell’s Veteran/jail diversion evaluation. Camelia Mejia, Lisa Guzman, and Xavi Lazcano served as research assistants for Schutt’s Department of Public Health evaluation research contract. Lisa Guzman work with Dr. Hartwell to evaluate DMH’s Plymouth MHC and the team was subsequently awarded a Commonwealth Citation for Excellence from DMH. Marcus Kohlman is interviewing parolees for a study lead by Dr. Deng in collaboration with Parole, Jamilyn Coleman is interviewing parents of delinquent youth for a study in collaboration with DYS for Dr. Hartwell with funding from the UMass Boston Proposal Development Fund, and Whitney Gecker is the research assistant project director for Schutt’s Teen Empowerment evaluation, funded by the Fetzer Institute. Ellen Maher (and Clinical Psychology PhD student Victoria Choate) worked as research assistants for Dr. Schutt’s pilot study of Cognitive Enhancement Therapy in a group home, funded by the UMass Boston Proposal Development Fund. After graduating, Sarah Giannetta , and then Psych PhD student Ashleigh Shirai were research assistants on an evaluation of a dually diagnosed female reentry program that was funded by the Bureau of Justice Assistance (Leverentz).

The extent of faculty members’ scholarly accomplishments is represented well in the following list of publications just within the past two years:


Bersani, Bianca E. (Forthcoming). “An Examination of First and Second Generation Immigrant Offending Trajectories.” *Justice Quarterly*.


Public Mental Health Re-entry Program in Massachusetts.” *Corrections and Mental Health: An Update of the National Institute of Corrections.*


Oriola, Temitope, Nicole Neverson & Charles Adeyanju. 2012. “’They should have just taken a gun and shot my son’: Taser deployment and the downtrodden in Canada”, Social Identities, 18, 1: 65-83.


Solari, Cinzia. "Gendered Global Ethnography: Comparing Migration Patterns in Ukrainian Emigration." In Discourse and Politics of Immigration in the Global North, edited by


Goal 2: To strengthen the international scope of the department’s scholarship.

Objectives

1. To hire faculty with expertise in areas of global engagement.
2. To encourage international connections among faculty.
3. To develop interdisciplinary collaborations in support of international engagement.

Twelve (57%) of our 21 tenured and tenure-track faculty (as of fall 2013) have significant international experience and engagement in scholarship that is global in its scope. Cinzia Solari studies migrant labor around the world, Phil Kretsedemas studies immigration processes and writes about immigration policy, Keith Bentele is investigating changes in inequality in Norway, Jorge Capetillo is studying cultural change in Latin America, Lakshmi Srinivas investigates media in South Asia, Xiaogang Deng compares methods of social control in China and the United States, Bianca Bersani studies immigration and crime, as well as offending in the Netherlands, Glenn Jacobs researches Cuban popular music, and Behrooz Tamdgidi theorizes about global change. Megan Klein Hattori conducts research on youth health issues in Tanzania and Ethiopia, Temitope Oriola has studied social movements in the Niger Delta, and Leslie Wang focuses on international adoptions and orphanages in China. In addition, Russell Schutt has studied patterns of employee engagement in multinational companies and has presented his
research at international conferences in Spain and in Sweden, Stephanie Hartwell has been a keynote speaker in Germany and Montreal, and Siamak Movahedi maintains ongoing relations with colleagues in Iran and Italy.

**Goal 3: To extend the department’s interdisciplinary research profile.**

**Objectives**

1. To encourage supportive research collaborations with other units on and off campus.
2. To support faculty development of interdisciplinary research and scholarship.

Several sociology faculty (most regularly Capetillo, Jacobs, Movahedi; Tamdgidi, Kretsedemas, Solari, and currently Srinivas and Oriola) have organized an interdisciplinary Social Theory Forum each year that brings scholars to UMass Boston to present papers and engage in discussion about a topic in social theory. All of our active researchers have collaborative research relations with other units on- and/or off-campus, with invariably interdisciplinary dimensions. Examples include the College of Nursing and Health Sciences, Trotter Institute, Gaston Institute, the Boston Globe, the Massachusetts Mental Health Center, the University of Massachusetts Medical Center, the Veterans Administration, the Department of Public Health, the Department of Mental Health, the National Terrorism Center and the Louis D. Brown Peace Institute. Schutt co-directed an interdisciplinary conference involving psychiatry, psychology, and sociology that was funded as an Exploratory Seminar by Harvard’s Radcliffe Institute.

Our Forensic Services Graduate Certificate Program, begun by Professor Hartwell and currently directed by Professor Leverentz (and Zaykowski while Leverentz is on leave, Spring 2013), includes required courses in three departments. Professor, Professor Bentele, organized a forum on inequality that involved faculty from multiple departments. Professor Schutt collaborates with a team of co-authors from other disciplines in the multiple adaptations of his leading research methods text in sociology for other disciplines, including UMB professors Paul Nestor (psychology) and Joe Check (education).

**D. Resource use**

We have raised considerably the level of support obtained by our department in recent years through extramurally funded research. The following list of grant-funded projects since our last AQUAD provides the details of our success in acquiring research resources (grant funds not yet disbursed are listed first).

Principal Investigator: Zaykowski, Heather  
Project ID: Cooperative agreement to benefit homeless individuals (Year 2)  
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL  
$42,820
Principal Investigator: Hartwell, Stephanie  
Project ID: Planning Grant  
Granting Agency Name: UMass Medical School  
$48,186

Principal Investigator: Hartwell, Stephanie  
Project ID: MISSION VET – Year 5  
Granting Agency Name: UMass Medical School  
$52,306 (Year 5)

Principal Investigator: Schutt, Russell  
Project ID: Improving outcomes for homeless Individuals  
Granting Agency Name: BEDFORD VA MEDICAL CENTER  
$21,100 (Year 2) and $21,100 (Year 3) and $21,100 (Year 4)

2013

Principal Investigator: Schutt, Russell  
Project ID: S201300000022819 - improving outcomes for homeles  
Granting Agency Name: BEDFORD VA MEDICAL CENTER  
$21,100

2012

Principal Investigator: Hartwell, Stephanie  
Project ID: S20120000023163 - an augmentation study of subst  
Granting Agency Name: UMass Medical School  
$7,032

Principal Investigator: Hartwell, Stephanie  
Project ID: S20120000021595 - mission re-entry and peer supp  
Granting Agency Name: UMass Medical School  
$82,406

Principal Investigator: Hartwell, Stephanie  
Project ID: S20120000021064 - mission direct vet - diversion (Year 4)  
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL  
$51,278
Principal Investigator: Schutt, Russell
Project ID: S20120000021049 - teen empowerment: forgiveness
Granting Agency Name: FETZER INSTITUTE
$24,000

Principal Investigator: Leverentz, Andrea
Project ID: S20120000021021 - maintenance of independence an
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL
$13,966

Principal Investigator: Zaykowski, Heather
Project ID: S20120000020777 - cooperative agreement to benef
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL
$31,883

Principal Investigator: Bentele, Keith
Project ID: S20120000020728 - evaluating the performance of
Granting Agency Name: Russell Sage Foundation
$17,051

Principal Investigator: Srinivas, Lakshmi
Project ID: S20120000020591 - indian cinema and the active a
Granting Agency Name: NATIONAL ENDOWMENT FOR THE HUMANITIES
$37,800

Principal Investigator: Bersani, Bianca
Project ID: S20120000019650 - an examination of the "marriag
Granting Agency Name: U.S. DEPARTMENT OF JUSTICE
$99,149

Project ID: S20120000017632 - the impact of immigration on e
Principal Investigator: Bersani, Bianca
Granting Agency Name: UNIVERSITY OF MARYLAND
$21,571

2011
Project ID: S20110000018285 - standardizing response to fami
Principal Investigator: Hartwell, Stephanie W.
Granting Agency Name: AMERICAN SOCIOLOGICAL ASSOCIATION
Project ID: S20110000017913 - mission direct vet-diversion (Year 3)
Principal Investigator: Hartwell, Stephanie W.
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL
$50,279

Project ID: S20110000017689 - cancer screening in a comprehe
Principal Investigator: Schutt, Russell K.
Granting Agency Name: MA DEPARTMENT OF PUBLIC HEALTH
$300,000

2010
Project ID: S20100000015766 - postsecondary ed: intergrating
Principal Investigator: Leverentz, Andrea M
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS — LOWELL
$21,775

Project ID: S20100000014123 - aa-diversion & recovery for t (Year 2)
Principal Investigator: Hartwell, Stephanie W.
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL
$49,310

Project ID: S20100000012687 - reliably predicting the locate
Principal Investigator: Morabito, Melissa Schaefer
Granting Agency Name: CITY OF BOSTON
$98,582

Project ID: S20100000012179 - evaluating effectiveness of a
Principal Investigator: Hartwell, Stephanie W.
Granting Agency Name: NATIONAL INSTITUTES OF HEALTH
$813,032

2009
Project ID: S20090000011696 - mission-diversion & recovery (Year 1)
Principal Investigator: Hartwell, Stephanie W.
Granting Agency Name: UNIVERSITY OF MASSACHUSETTS MED SCHOOL
$31,480
<table>
<thead>
<tr>
<th>Year</th>
<th>Project ID</th>
<th>Description</th>
<th>Principal Investigator</th>
<th>Granting Agency Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>S20090000010459</td>
<td>bridging the digital divide:</td>
<td>Hartwell, Stephanie W.</td>
<td>CITY OF CAMBRIDGE</td>
<td>$3,300</td>
</tr>
<tr>
<td></td>
<td>S20090000009630</td>
<td>recidivism or desistance: a q</td>
<td>Hartwell, Stephanie W.</td>
<td>MASS DEPARTMENT OF YOUTH SERVICES</td>
<td>$10,000</td>
</tr>
<tr>
<td>2008</td>
<td>S20080000008916</td>
<td>evaluation of the mental health</td>
<td>Hartwell, Stephanie W.</td>
<td>EMPLOYMENT OPTIONS</td>
<td>$14,000</td>
</tr>
<tr>
<td></td>
<td>S20080000007660</td>
<td>- 5 u56 ca118635-03</td>
<td>Schutt, Russell K.</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>$39,533</td>
</tr>
<tr>
<td>2007</td>
<td>S20070000005306</td>
<td>recidivism or desistance: a q</td>
<td>Hartwell, Stephanie W.</td>
<td>MASS DEPARTMENT OF YOUTH SERVICES</td>
<td>$13,000</td>
</tr>
<tr>
<td>2006</td>
<td>S00007012800000</td>
<td>midcareer fellowship with the</td>
<td>Hartwell, Stephanie W.</td>
<td>UNIVERSITY OF MASSACHUSETTS MED SCHOOL</td>
<td>$40,360</td>
</tr>
<tr>
<td>2005</td>
<td>S00006026700000</td>
<td>umb/dfhcc comprehensive cance</td>
<td>Schutt, Russell K.</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>$40,138</td>
</tr>
</tbody>
</table>
Overall, our level of extramural support has been as high as $982,699 in 2010, and never less than $40,000 in the past five years.

We have also succeeded in acquiring resources to support graduate assistantships. Supporting these students in this way assures other students are supported by OGS funds, in so far as possible, and able to support other faculty. The GPD also has found GA positions across campus through on-campus connections (registrar’s office). These assistantships again free up OGS funds and enable our energetic graduate students to support the faculty in the Department of Sociology to be among the most productive on campus.

For more detailed information on faculty and student achievements, please see our recent spring 2012 Graduate Program Newsletter:

The ongoing efforts to enhance grant activity we have described have major implications for revenue generation. The survey research certificate program will both help to stimulate more grant applications and also attract more graduate students for individual courses and to matriculate in graduate programs. Just as our MA in Applied Sociology has enhanced the ability of sociology faculty to garner research grants and contracts, development of a PhD program will help us to increase our success in external funding.

Our professional staff member, Alison Moll, has provided a readily available and knowledgeable contact for Criminal Justice majors seeking advising and she has improved the quality of our review of majors’ progress prior to graduation and of their placement in an internship setting. With funding from the Office of Research and Sponsored Projects, Alison has also been able to manage faculty grant budgets, thus facilitating efficient use of extramural resources.

As the size of our office staff has increased, efficient management has been required to ensure effective use of resources. During most periods, office staff meet weekly with the department chair and review plans, problems, and needs. A shared drive facilitates efficient exchange of documents and data.

Our associate chair position has been critical for effective departmental management. In recent years, Andrea Leverentz and then Paul Benson have served as associate chair; in that role, they have developed course schedules and managed many personnel actions. In the current academic year, associate chair Benson managed the transitioning of our class schedule from the baseline of 3 courses to 2 courses per faculty per semester. His management of this transition
allowed us to achieve the required goal of revenue neutrality by not adding new non tenure-track teaching positions and not reducing the total number of students in our classes.

Funds available to the department through grant overhead (Research Trust Fund) monies have allowed the department to increase its support to faculty scholarship. Last year, all tenure stream faculty were allotted $1,000 for use for travel or other scholarly purposes, with additional amounts available by written application to the department’s Executive Committee. The provost’s office is now providing $1,000 for travel to present papers to all faculty without application, but we have again this year allotted another $1,000 to faculty for support of research and other scholarly activities. Requests for additional support can be made to the department’s Executive Committee, which has thus far approved a request for additional research assistant support during the winter months. Graduates students and non-tenure stream faculty are also allowed to request funds from this source. Other departmental funds have been used to upgrade our conference room and to support on-campus social events, as well as to fund copying and to contribute to moving expenses of newly hired faculty.

III. Plans for the future

Our priorities and plans for the next seven years reflect a departmental commitment to consolidating the gains that we have made in our recent growth and transformation, to ensuring that we make other changes required to ensure the success of this process, and to remaining open to adaptation as needed in response to further changes in our university, our discipline, and our society.

Priorities for our undergraduate programs include adding new courses, updating our criminal justice major, adapting our committee structure to manage more effectively our three majors, increasing TA support for large sections, and continuing to strengthen extracurricular opportunities to enhance student experience.

- We will continue to update our undergraduate programs with new courses, reflecting the interests of junior colleagues and the changes in society. This spring, Keith Bentele has submitted a proposal for a new course, Sociology of Recession and Economic Crisis, and Megan Klein Hattori has proposed three new courses: Population Dynamics in a Changing Society, Sexuality, Gender and Society, and Social Perspectives on HIV.

- In recognition of the widespread use of statistics in social research and the importance of statistical literacy for those who seek to understand research findings, the department has also voted to require a course in social statistics for Sociology and Criminal Justice majors (Social Psychology majors already take a statistics course).

- Implementation of the 2-2 teaching load has required adding more large sections of introductory courses and increasing the enrollment caps on other courses. We will have six new teaching assistantships as part of our PhD Program and we will ensure that TAs
are assigned to all large sections and that they will be trained and supervised to provide meaningful teaching support. In the past two years we experimented with an intensive TA support program in one large Introduction to Sociology section (150 students) taught by Reza Kefayati, a Senior Lecturer, and will use this successful experience to tailor support for other large sections. We will also increase our TA support in methods and statistics classes, in order to compensate for an increase in caps on enrollment in these courses from 25 to 30.

- **Clarify committee/administrative oversight for the undergraduate Sociology program.** Our current curricular oversight structure includes a curriculum committee, a criminal justice committee, and a social psychology director who now also chairs a social psychology committee. Although formation of separate committees for the criminal justice and social psychology majors was a logical response to their unique histories—with criminal justice requiring initially a joint oversight committee with the College of Public and Community Service and social psychology being a joint degree with the Department of Psychology—this structure confuses lines of authority with respect to the curriculum. We plan to discuss a change to our department’s constitution that will stipulate separate curricular oversight committees for each of our three majors; these “major” committees will also be responsible for management of the honors programs, clubs, and recognition ceremonies for each major. The curriculum committee will include representatives of each “major” committee and will be responsible for overall management of scheduling and requirements as well as the department’s learning assessment program.

- **Continue to develop course clusters** that are topical, that have disciplinary and interdisciplinary currency (keeping pace with subject areas discipline as a whole), and which are pertinent to our majors’ career interests.

- **Continue to build on cross-listings with the Communications program,** to ensure that the student base of both majors can grow in tandem with each other (since Communications majors tend be as popular as Sociology majors in many universities). This emerging partnership is also reflected in the media/communications theme of the 2013 Social Theory Forum, which is being planned in partnership with Communication Studies faculty.

- **Continue to maintain and build on cross-listings** between the Sociology major and our undergraduate Criminal Justice major. In the words of the recent ASA Task Force:

  The Task Force concludes that sociology, criminology and criminal justice have much common ground, and much to gain through collaboration. Sociology as a discipline is enriched by research on crime and the criminal justice system, one of society’s major institutions. Criminology and criminal justice gain from the theoretical insights and methodological advances of sociology.

  (MacDonald et al., 2010:7)
We also plan to enhance student retention and enrollments and strengthen our honors programs.

- **Revise/update marketing materials** (web and hardcopy) to reflect new areas of specialization and interdisciplinary options for Sociology majors.

- **Revise/update/create materials on career applications** for Sociology majors, including career directions that involve the pursuit of graduate-level education.

- **Build a stronger sense of community** among Sociology majors (and minors).
  - Enhance recruitment for the Sociology Honors program (by enhancing faculty involvement in this recruitment process).
  - Encourage more faculty to mentor the independent research of Honors students and the use of department funds to support this research (with an emphasis on encouraging students to publish their findings in applied, popular or conventional academic venues).
  - Expand the number of Sociology majors annually recognized by the department for their exceptional work (creating new award categories). This may also include expanding department sponsorship of student ASA membership (as part of the award).
  - Organize department sponsored activities for Sociology undergraduates and Honors program members that are geared toward new majors (serving as a “front end” to the “back end” dinner for graduating seniors).
  - Revise the survey for graduating seniors to include more questions on career interests, course topic areas that are not currently being addressed by the Sociology undergraduate program.

- **Continue to develop and strengthen the CJ honors program** to provide opportunities for students and foster a sense of community
  - Strengthen the relationship between the CJ honors society (Alpha Phi Sigma) and departmental honors program and the University honors program.
  - Inform both students and faculty about the honors possibilities (e.g., joining the national criminal justice honors society, participating in departmental/programming events, writing honors theses, etc.). Many of these programs are fairly new and/or expanded, and many of our students are transfer students, so many students may remain unaware of some of these options.
We will revise our major in Criminology/Criminal Justice. Steps in this process will include:

- Complete major revision process (i.e., through departmental and university governance), to go into effect Fall 2014
- Develop new courses that draw on faculty strengths and which contribute to the major
- Revise marketing materials (e.g., website) to reflect the major’s goals.

We had a first meeting of a joint Sociology-Psychology Social Psychology Committee this fall, as part of the process of revising the Social Psychology major. We now have four social psychologists on our faculty (Brenner, Klein Hattori, Movahedi, Youngreen) and so we will maintain this committee and use it to monitor our social psychology curriculum and consider opportunities for enhancing student engagement with the major.

We have learned much from our work on learning assessment and will continue to refine our procedures. There are several aspects of the implementation process that should be considered as the revised method of assessment moves forward. First, instructors and students in previous pilot assessments either became aware of the process during the semester or, to our knowledge, did not know the purpose of submitting their papers for evaluation. In future semesters, the assessment model should be made transparent for instructors and students before or at the beginning of the semester in which they will be assessed – in which the purpose of the assessment should be made clear. This could be done through sending out an email and later reminder so students are aware first and foremost of the goals and second, why the assessment is being conducted. Second, there were no learning goals or objectives stated on the departmental website. Therefore there was no foundation to develop the assessment. Once approved by the department, the learning goals should appear on a public platform (e.g., the departmental website) in addition to the notice sent out to students and instructors described above. Third, although the rubric is useful to assess the learning outcomes, it would be beneficial if reviewers were provided with examples of meeting each criteria category.

Specifically, we will evaluate and improve the learning assessment rubric:

- Evaluate and improve the data collection process (at present, learning assessment is weighted toward direct measures implemented in capstone and methods course, but this may change contingent on our evaluation of the learning assessment process).
- Identify first steps for making program-wide improvements to improve learning outcomes.
- Identify learning assessment goals to target for the forthcoming year.
• An important first step will be the Curriculum Committee’s annual report of (2012-2013) learning assessment data. This Spring 2013 report will be the first of an annual series of learning assessment reports that will be used to refine the program.

We will also begin to make measurable improvements in student learning outcomes for key program goals listed above. These improvements should be:

• Documented by annual learning assessment reports

• Enabled by program-wide improvements in course structure and goals, teacher and student supports, instructional methods and other pedagogical resources and strategies.

We will continue to improve our advising for majors. With close to 1000 majors across Sociology, Criminal Justice, and Social Psychology, providing regular advising for them all is a very demanding and time-consuming undertaking, even with a professional staff member to assist. To make this more manageable (and therefore also more effective for students), we must streamline the advising process.

• Encourage more students to attend open advising periods. This may be aided by moving open advising to later in the semester schedule (and therefore closer to when they actually register).

• Encourage advising throughout the semester, not just at registration time.

• Explore technology, such as online calendars, that can streamline the scheduling process and cut down on missed appointments and back-and-forth scheduling emails.

Our significant expansion at the graduate level requires considerable planning. At the MA level, we will focus additional attention on recruitment.

• The MA program typically has 25 active students, and we aim to maintain that number with the goal of improving MA student quality. This year’s start of our survey research graduate certificate program and of the PhD program in fall 2013 should increase the number of applicants to our MA program as well. We will also send out a publicity mailing to ensure an adequate rate of applications for the MA program in fall 2013. We hope that our new programming will enable us to create sustainable structures for recruitment and to admit increasingly competitive students earlier in the academic year.

• We will continue to revitalize our Forensic Services Graduate Certificate Program in partnership with the College of Advancing and Professional Studies.

• We will add new electives to our Graduate Certificate Program in Survey Research. This spring, director Philip Brenner is submitting proposals for a 3-credit course in Data Collection Methods and for a 1-credit course in Survey Experiments.
We will convene our new Advisory Board for the Survey Research Program and use that group of survey experts to review our program and design more effective publicity strategies. We also expect to arrange short talks at local survey research firms about our certificate program.

Our plans for the new PhD Program are detailed in our proposal and in our response to the review committee’s recommendations. In addition to these planned changes, we must revise our department’s constitution to define the role of the director of our PhD Program and the means for coordinating our multiple graduate programs. In order to recruit strong PhD students with interests in each of our areas of concentration, our Criminal Justice committee has recommended several exemplary plans:

- Recruit new faculty in communities and crime (broadly defined).
- Work with the graduate committee to recruit students.
- Clarify and distinguish our program from other area PhD programs in Sociology and Criminal Justice.
- Clearly communicate the strengths of our program, and the communities and crime focus, in marketing materials for the program.

We also plan to work with the American Sociological Association to enhance recruitment of doctoral students from underrepresented groups, through its Minority Fellowship Program. In the spring 2013, we will organize a PhD Program Advisory Board to maximize our connections to local sources of students and employment.

The progress of faculty research will be greatly enhanced by ongoing engagement of doctoral students as research assistants, by the dissertation projects that are stimulated by faculty research programs, and by the opportunity to engage graduate students in the classroom in the cutting-edge issues that emerge from faculty research. Such synergy has been a prized feature of our Master’s program in applied sociology, but it will be multiplied by the talented students we attract to our doctoral program, their longer tenure as doctoral students and the more advanced level of their coursework, and by doctoral students’ ability to develop dissertation projects that build on their involvement in faculty research programs.

Our doctoral program will increase opportunities for innovative research and public service projects and its applied emphasis will ensure that many doctoral students seek out our program in order to engage in such projects and to develop the theoretical foundation for understanding the social problems that they address.

We will need to make some changes in scheduling in order to maximize the quality of our PhD Program.

- We expect all but a few doctoral students to be full-time students, supported by assistantships, and so we expect to schedule many of the courses they must take...
during the day. These courses include some of those required in the MA program, and so we will have to devise approaches to scheduling that continue to make our MA courses available to the MA program students while also allowing doctoral students to take courses during the day. Increasing numbers of graduate students may help to solve this problem by allowing two sections of some courses required by both the MA and PhD programs.

- We believe that a successful PhD program requires ongoing departmental colloquia and other events to build both a sense of community and a tradition of intellectual engagement outside of the classroom. Faculty may therefore find themselves more often needing to be on campus during times they are not teaching.

- As detailed in our PhD proposal, we plan on securing additional office space for doctoral students and a lounge area that can provide opportunities for unstructured peer support and collegial interaction.

UMass Boston’s provost, Dr. Winston Langley, has agreed to support the expansion of our tenure stream numbers to 24 or 25 (the latter if all new hires are strong researchers). This expansion will require significant additions to our office space. In addition, the PhD Program will require adding a second professional staff member. Other needs for the PhD Program are detailed in that proposal.

We will begin to implement these plans with a department-wide retreat in 2013. We will monitor and assess implementation through regular meetings of the department and its committees, with particular attention from our Executive Committee, as well as through the regular mid-term AQUAD report and planning documents that are required in relation to position requests and in relation to program management at the departmental and graduate levels. Our graduate committee will review each month developments in our new graduate programs and our new advisory boards for the survey program and the doctoral program will also provide feedback on implementation of our plans and progress toward achieving our goals.

Our burgeoning number of new faculty also requires more departmental attention to mentoring and other forms of support. Junior colleagues have made the following recommendations for expanding our mentoring activities, which we will implement in the next year.

- A senior faculty mentor should be assigned (with both parties notified) soon after the hire is confirmed so that the new hire has at least one contact (in addition to chair) to help with the transition to UMB and Boston. The mentor can help the new hire identify good people to ask about issues/concerns/questions specific to them (e.g., day care, schools, spousal/partner employment, moving, neighborhoods/towns, etc.).
• Assigned faculty mentor should invite new faculty out for coffee/lunch early on, to check in with them, see how things are going, offer assistance, etc.

• Mentor should also help new faculty make other useful connections – e.g., with other faculty in the department or university that may be helpful for certain things/advice or who may be valuable disciplinary/research connections.

• While the faculty mentor will serve different purposes for each junior faculty mentor and this relationship will be unique for everyone, they will be a key point person for the junior faculty. Mentor should check in with faculty periodically to make sure they’re getting the supports they need.

• Reading grant proposals/articles (and/or helping them identify good readers) is one thing that would be valued by junior faculty

• Yearly meetings with the junior faculty member, his/her mentor, and the department chair. This will allow for a more meaningful and tailored discussion around the AFR and the junior faculty’s progress towards tenure and will ensure that the mentor and chair are providing a clear and consistent message.

• The mentor should be an advocate for the junior faculty member, and help them navigate things like saying no to requests (and when it’s a good idea to do so), dealing with conflict, and other things that can be particularly challenging to do when new and/or untenured.

• The Curriculum Committee’s new teaching sessions are a valuable forum for new faculty to talk through issues, learn the culture of the university and students, learn strategies from other faculty on how to be most effective, and make connections for teaching supports. We will continue this program.

New faculty colleagues have made several other suggestions to ease the transition to our department, which we will also implement:

• Send faculty handbook and personnel Red Book to new hires the summer before they begin, so that can familiarize themselves with expectations, policies, etc. before they begin and so that they know how to access things like Blackboard, library reserves, book ordering, etc. This will make planning courses, etc. easier.

• Phase in student advising. In the first semester, there should be no formal advising load, but new faculty should meet with Alison or Ana Frega to learn about advising and gen ed and major requirements. New faculty should also help staff during open advising days so that they can further learn about advising while someone (Alison, Ana, and/or other faculty) is there to help. In the second semester for new faculty, a formal advising load can be added, but this load should be no larger than half the standard advising load for full time faculty. This
will allow faculty to further adjust to advising and learn to balance advising with other responsibilities. In the third semester, the advising load for new faculty can be that for other tenure stream colleagues.

- Clarify and standardize service expectations so that the service burden is minimized and shared more equitably across faculty.

- Create an online calendar of university/department events and deadlines (requiring consolidation of information now available in different locations).

- Create an online or shared folder for syllabi, so faculty can easily access them (this could be done in dropbox, xythos, google docs, etc.)

- Send information like new program proposals or revisions, faculty meeting minutes, etc. in advance of meetings so that faculty can review information before the meeting.

- Create departmental water and coffee station. Explore options to get water delivery and coffee maker for departmental use (which should be done together with adding a lounge area, with common microwave, refrigerator, etc., although, starting with just coffee and water in available space may be necessary.

- Use bulletin board to publicize recent faculty publications, book jacket covers, etc. to share and celebrate accomplishments (with maybe some photos from departmental events?)
IV. Appendices

Program brochures

Proposal for a PhD Program in Sociology

Report on the proposal by the Sociology Department … to establish a Ph.D. program

Response to the Sociology PhD Proposal Review

MOU, UMass Boston – Hannover Medical School

MOU, Brenner-Sociology-CSR

Graduate Survey Research Certificate Program Proposal

Proposal for a Revised Joint Major in Social Psychology

Handbook for Tenure Track Faculty

Handbook for Non-Tenure Track Faculty

Advising Handbook

Department of Sociology Constitution

Sociology course schedules, 2011-2012, 2012-2013

Sociology student evaluation instrument

Sociology, Social Psychology, Criminal Justice learning assessment rubrics

Survey of majors

RTF report

Faculty CVs

Course syllabi
References


