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AD 240

Self-Study Report: Department of Sociology

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1. INTRODUCTION AND PRINCIPAL FINDINGS

This report is based upon an internal review of the Department of Sociology conducted during 1986-1987. Members of the review committee were John Logan (Chair), Richard Felson, Nan Lin, and Russell Ward. Louise Tornatore (Administrative Assistant) assisted in the compilation of records, and comparative data were provided by the College of Social and Behavioral Sciences, the Office for Research, and the Office for Institutional Research.

The report has four main sections: the undergraduate program; the graduate program; the faculty and its quality; and support, resources, and facilities. Vitae of individual faculty members are appended.

These materials support the following principal findings:

al 1) The Department of Sociology has gained national prominence over the past decade. It is widely recognized as one of the most improved sociology faculties in the country. In the past six years, this faculty has published prolifically in the premier journals of the discipline, outranked only by Wisconsin, Michigan, and North Carolina. It competes successfully for basic research funding from NSF and NIMH. Its members sit on the editorial boards of the three major journals and a wide array of specialty journals.

2) The Department plays a central role in the research and educational program of the University. Its faculty participates actively in University governance, and nearly half have formal affiliations with other departments and programs. Sociology's course enrollment in 1985-86 was third highest in the College of Social and Behavioral Sciences, and fifth highest in the University, and is currently expanding. The quality of instruction is high, reflected in student ratings of about 4.25 on a scale of one to five.

3) The Department is among the least supported doctoral programs in the College, and in some respects, in the University. Sociology is the most under-staffed program in the University, more than seven faculty short of the norm based on enrollments. Graduate assistantships allocated by the College have not increased in recent years, are on a par with Anthropology (which has less than half the FTE's), and only about two-thirds the level of Psychology and Economics. In S&E, Temporary Services, and Equipment expenditures per FTE, Sociology is the least supported department in the College. Only two faculty members have been assigned space for funded research projects and research assistants.

4) The disparity between the Department's research and teaching load and available resources undermines the quality of the program. The Department competes nationally against programs with well established infrastructural support: research centers with the capacity for large-scale data collection, computer programming assistance, released time for research. It is unrealistic to expect to remain competitive at this level without increased support. The undergraduate program copes with large class sizes and has increasingly had to close out sections during pre-registration. The graduate program, growing in quality, is limited by the number of assistantships; pressure to fund fourth-year students with excellent records and potential for academic placement may force an actual reduction in size.

This report gives cause for both pride and concern. The review committee recommends that discussion of these conclusions continue through the next academic year. Near-term decisions should be made on where to expand, contract, or revise existing programs and on the resource levels needed to carry out those collective choices.

2. THE UNDERGRADUATE PROGRAM

The subject matter of sociology is extremely broad, encompassing all dimensions of the social life of individuals and of the functioning of societies. Sociology thereby enhances an understanding of ourselves and of the world in which we live, and contributes to the analysis of social problems and social policies. The interests that bring undergraduate students to sociology are similarly broad. While some will go on to graduate work and careers in sociology, most will not. Sociological research skills, for example, can be applied to many areas, and sociology courses and a sociology major prepare students for further study in such areas as law, business, education, health professions, and public administration. Thus, an undergraduate program in sociology must avoid narrow or careerist orientation. It must offer a range of possibilities to majors and also to students in other disciplines and programs.

Reflecting the diverse strengths of the faculty, the course curriculum offered by the Sociology Department is quite broad; more than 20 distinct undergraduate courses (some with more than one section) are offered in any given semester, with a rotating schedule of courses to insure diversity of course options over a 2-3 year period. The major itself is not highly structured (see requirements below). Thus, the broad range of course offerings, combined with opportunities for independent study and internships, offers students the opportunity to tailor the undergraduate program to their own interests and needs. For example:

- (1) students interested in law and criminal justice can take courses in Criminology, Juvenile Delinquency, Sociology of Law, Sociology of Deviant Behavior, Social Control, Social Inequality, and Political Sociology;
- (2) students interested in health or counseling can take courses in Medical Sociology, The Family, Sociology of Aging, Social Psychology, and Processes of Socialization;
- (3) students interested in business can take courses in Organizations in Society, Social Organization, Sociology of Work, Alternatives to Bureaucratic Organization, and The Community.

These sociology courses may be complemented with other offerings from cognate disciplines. Our students are encouraged to take a course on Data Processing for Social Scientists offered by the College of Social and Behavioral Sciences (and frequently taught by one of our doctoral students). Sociology students may also wish to take courses or minors in related disciplines; for example: Psychology, Anthropology, Urban and Regional Planning, Economics, Criminal Justice, Women's Studies, and Afro-American Studies.

2.1 Links to other University programs

The undergraduate program in Sociology is linked to other campus programs in many additional ways. Within the General Education Program, for example, sociology courses are included in the categories of World Cultures, Values, and Symbolics, as well as the more obviously relevant Social Sciences category. The varied undergraduate curriculum in Sociology offers courses relevant to many student interests, and Sociology courses may be applied to majors in Business, Women's Studies, Criminal Justice, Social Welfare, Psychology, and Social Studies. A number of Sociology courses are cross-listed with other departments, and Sociology faculty have regularly volunteered as guest lecturers for courses in African and Afro-American Studies, Women's Studies, Puerto Rican, Latin-American, and Caribbean Studies, Computer Sciences, and Biology. Sociology faculty have also been affiliated with the Women's Studies Program, with one member of the Department having served as Director of that program.

Faculty in Sociology have also served on numerous committees pertaining to undergraduate life. At the University level, this includes membership on the Undergraduate Academic Council (two members of the Department have served as Chair of the Interdisciplinary Studies Committee), the Student Affairs Council, the Council on Educational Policy (including one term as Chair of the Council), the Committee on Admissions and Academic Standing (two terms as Chair), and the Committee on Student Conduct. Department members have also served on the Academic Committee and the Grievance Committee of the College of Social and Behavioral Sciences. A number of faculty have participated in summer orientation programs for freshman and two members of the Department served as Faculty Mentors in the Freshman Seminar Program during the Fall of 1986.

2.2 Curriculum and staffing

As noted above, the major in Sociology is designed to be flexible to student interests. A minimum of 36 credits is required for the B.A. in Sociology, including:

- (1) four core courses: Introduction to Sociology, Statistics for Sociologists, Introduction to Social Research, and Sociological Theory;
- (2) an additional 9 credits in Sociology at the 300 level or above;
- (3) an additional 15 credits in Sociology at any level.

The Department has continued to monitor the curriculum and major requirements, and has made alterations as deemed necessary. Changes in recent years have included: 1) consolidation of the theory requirement into a single comprehensive course (SOC 335P: Sociological Theory), replacing several more narrowly focussed courses, 2) a requirement that core courses in statistics, methods, and theory be taken with A-E grading, to underscore their centrality to sociological training, and 3) elimination of 6 credits of "support

courses," so that all credits for the major are in Sociology courses to enrich and deepen the sociology curriculum of undergraduates.

The Department has also developed additional options for undergraduates. An Honors Program in Sociology was recently created to provide superior students with the opportunity to study a topic in depth in conjunction with the completion of an honors thesis. Outstanding juniors may elect to pursue a combined B.A./M.A. in Sociology, or a combined B.A./M.P.A. in Sociology and Public Administration.

Teaching assignments reflect the value placed by the Department on contact with regular faculty members at all levels of the undergraduate curriculum. For example, full-time faculty teach the 100-level courses (Introduction to Sociology, Social Problems), as well as core required courses and more specialized upper-division courses. As noted below, however, the Department is confronted by high enrollments (partly reflecting the attractiveness of sociology courses to nonmajors) and understaffing, which is frequently exacerbated by sabbatical and research leaves (a product of faculty productivity). In response to this, the Department makes judicious use of adjunct/affiliated faculty and advanced graduate students. Among the 59 undergraduate course sections offered during the 1986-87 academic year, for example, 39 were taught by full-time Department faculty, 11 by graduate students, 6 by adjunct/affiliated faculty, and 3 were cross-listed from other departments; among the 14 100-level course sections, 7 were taught by full-time faculty.

Graduate students who teach courses are selected from the advanced doctoral students. Those students have had prior experience and training in several forms. In 1984 and 1986 the Department sponsored two-day Teaching Skills Workshops, conducted by outside faculty affiliated with the Teaching Resources Center of the American Sociological Association. (Full-time Department faculty also participated in these Workshops, as did faculty and students from other departments.) Graduate students gain teaching experience by supervising laboratory sections of the statistics and methods courses, and by assisting faculty with courses in a variety of ways. The Department has also established a "co-teaching" option, whereby a faculty member and a graduate student teach collaboratively in a "master-apprentice" relationship. In Spring 1987 the department established a Teaching Tool requirement in the Ph.D. graduate program, to be fulfilled through co-teaching or some similar experience. Outstanding teaching by a graduate student is recognized through the annual Paul Meadows Award. A number of our graduate students have also taught courses at other colleges in the area. Finally, all courses are evaluated by students (see below). Those course evaluations are carefully considered in subsequent decisions about course staffing by graduate students, as well as in decisions about the renewal, tenure, and promotion of regular faculty.

Each course offered by the Department is evaluated by students, using seven items (each item rated from 1 = "very poor" to 5 = "very good"): command of subject, clarity of presentation, sensitivity to class response, availability to students, enthusiasm for teaching, comparison with other

Sociology faculty, and comparison with other SUNYA instructors. A summary of course evaluations for recent years is provided in the following table.

TABLE 1: AVERAGE COURSE EVALUATIONS,* 1983-1986

	<u>All Courses</u>	<u>Undergraduate Courses</u>	<u>Graduate Courses</u>
Fall 1986	4.23	4.21	4.46
Spring 1986	4.34	4.33	4.48
Fall 1985	4.33	4.31	4.63
Spring 1985	4.28	4.25	4.78
Fall 1984	4.24	4.21	4.63
Spring 1984	4.31	4.28	4.69
Fall 1983	4.23	4.18	4.64
Spring 1983	4.22	4.20	4.65

* Average weighted response across 7 items (from 1 = "very poor" to 5 = "very good").

The table indicates a consistent pattern of highly favorable course evaluations at both the undergraduate and graduate levels, with evaluations averaging between 4 ("good") and 5 ("very good"). This is evident throughout the curriculum; for example, 47 of the 63 100-level undergraduate courses offered during this period have received overall evaluations of 4 or better. One member of the Department, Professor Albert Higgins, has received the "Distinguished Teaching Award" and has also been named "Outstanding Teacher of the Year" by the Student Association. Also, Professor Karyn Loscocco is being recognized by the University this year for excellence in advising.

2.3 Enrollment trends

Detailed information on enrollment and staffing patterns are presented elsewhere in this report. Two major patterns are evident in these data. First, the Sociology Department has continued to experience high levels of enrollment, with the second highest undergraduate enrollment (FTE) in the College of Social and Behavioral Sciences. This is contrary to a national pattern of declining undergraduate enrollment in sociology since the mid-1970s (Bettina Huber, "Employment Patterns in Sociology: Recent Trends and Future Prospects," American Sociological Association, 1985). FTE enrollment has remained relatively stable over the past five years, with some increase since 1985. Institutional data (based on both undergraduate and graduate enrollment) indicate that the Department is understaffed by approximately seven faculty positions.

The second pattern evident in the Department profiles is a decline in majors from 1982-83 to 1984-85. This decline resulted from a new major in Criminal Justice which attracted students who previously would have been Sociology majors. Several Sociology courses are included in that major, including statistics and methods courses. However, the number of majors increased in 1985-86 and again in 1986-87. At least in part, these recent increases probably reflect efforts by the Department noted previously and below.

The Department established an ad hoc committee in 1985-86 to assess enrollment patterns and offer recommendations for addressing any decline. In response to that effort, more careful attention is being paid to the scheduling and mix of undergraduate courses. Offerings are coordinated so that courses at all levels are distributed throughout the class schedule, including late afternoon and evening courses to accommodate employed students. Sufficient sections of the core required courses are offered each semester, with appropriate combinations of Tues./Thurs. and Mon./Wed./Fri. scheduling.

Recent steps have also been taken to bolster efforts to recruit and advise students. The Department has created an "Undergraduate Handbook" which describes the nature of sociology as a discipline, outlines some of the possibilities available to students with a background in sociology, discusses options and opportunities available within the undergraduate program in sociology, and summarizes requirements for the major and more general University requirements for the B.A. degree. In conjunction with this Handbook, the Department maintains a file of career-oriented information, including material from the American Sociological Association and from other sources. A bulletin board near the Department office also contains information and announcements of interest to undergraduate students.

All faculty serve as advisors to undergraduate majors. Both advisors and students have found the University's new ADAPT System helpful in monitoring student progress in meeting degree requirements. This system should relieve some of the "record-keeping" burdens of advisement, allowing greater opportunity to discuss the intellectual interests and career goals of students.

2.4. Concerns and Issues

An undergraduate program of this size and range requires continual monitoring of both "quantitative" and "qualitative" dimensions. The Department is currently attending to a number of issues. Some of these have been noted above; for example, enrollment trends and student advisement.

Level of staffing is a continuing concern. The Department profile indicates an understaffing of approximately seven faculty members; as noted previously, this is frequently exacerbated by sabbatical and research leaves. The use of adjunct/affiliated faculty and doctoral students has partially compensated for this understaffing, but the Department remains constrained in its ability to offer a sufficiently broad array of courses. Of the 30 undergraduate courses (excluding special topics courses, independent study, and internships) offered by the Department for the Spring 1987 semester, for example, 24 courses (80%) were closed, suggesting that potential enrollment far exceeds the current capacity of the Department. The constraints associated with high enrollment and understaffing also contribute to two other concerns—the development of writing-intensive courses and continued availability of internships within the Department.

Recent changes in the University's writing requirement necessitate the development of writing-intensive courses in departments throughout the University. The Sociology Department is sensitive to this need and supports the view that writing is an integral part of a quality undergraduate program. The constraints of high enrollments in lower-level courses and understaffing, however, combined with our belief that disciplinary writing is most valuable when students have some background of knowledge and understanding in the discipline, have led to a focus on upper-division courses as the most appropriate location for writing-intensive efforts. We have just begun to develop writing-intensive courses; the Department has offered one lower-division writing-intensive course, and one upper-division course was recently approved and another has been proposed. Additional effort will be required to meet the needs of juniors and seniors in the coming years.

In addition to University-wide internship programs, students have been able to engage in an Internship in Sociology. This combines placement in a setting of interest to the student (e.g., state agencies) with close academic supervision. This has been a very successful program (attracting approximately 20-25 students a year), but it presently faces an uncertain transitional period. For a number of years the Internship program has been organized and supervised by one faculty member, who has now retired. The Department is experimenting with options to enable continued staffing of the program on an ongoing basis.

Two other issues relate to the composition of our student populations. At the undergraduate level, the Department has recently received an Affirmative Action Grant to initiate a tutorial/counseling program for minority student majors, the major purpose of which is to recruit and retain more minority students. In the Fall of 1986, minority students represented 11.9% of Sociology majors, which parallels minority enrollment in the University, and this reflects some increase in recent years (8.8% in the Fall of 1984). The new program will identify minority majors and make tutoring and career counseling available to them. The goal is to identify potential applicants for the graduate program, as well as providing any needed assistance in completing the undergraduate program. Efforts have begun to implement this program.

At the graduate level, foreign students have come to represent an increasing share of our students. This is not in itself a problem; indeed, it is a national pattern among sociology graduate programs. However, potential language problems raise issues about the use of foreign graduate students to teach undergraduate courses. This is one impetus for the Department's efforts to strengthen training in teaching (e.g., Teaching Workshops and co-teaching). We will continue these efforts, as the staffing of undergraduate courses by graduate students benefits the Department and is a valuable part of graduate training.

Finally, the Department hopes to strengthen its undergraduate Honors program. This is a new program aimed at enriching the undergraduate program of outstanding students. Student interest has been slow in developing. We now have our first four students in the program, and have received inquiries from several other students. Efforts have begun to identify and approach qualified junior majors to further stimulate involvement in the Honors program.

3. THE GRADUATE PROGRAM

The graduate program prepares students for diverse future careers. The faculty offers particular depth in the areas of deviance, social demography and stratification, social psychology, work and organizations, and social networks.

Many faculty are involved in continuing research projects using quantitative analytical methods, and there is a strong tradition of student participation in these projects, often leading to co-authorship of conference papers and articles. Since 1981, there have been 22 published articles and 15 conference papers co-authored by faculty and graduate students (a complete list of these articles is included at the end of this section). Such mentoring relationships are a central feature in graduate education, and are reinforced by policies regarding assistantship assignments. Collaborative experience in quantitative research prepares students for both mainstream academic positions and policy research work in public agencies.

3.1. Degrees offered

The department offers both the M.A. and Ph.D., with increasing emphasis on the doctoral program. Both degrees require a year-long sequence in both research methods and sociological theory, with additional theory and methods courses required for the doctorate. These courses provide a strong general background in sociology before students move toward specialization in any particular area, which normally occurs in the second or third year for doctoral students.

3.1.1. Master of Arts

The Masters Program in Sociology is designed to prepare students for research and service positions in the public and private sectors, for teaching at the community college level, and/or for further graduate study towards a doctorate.

The required courses guide students toward expertise in the areas of methods and theory. Students are expected to take courses which will help them develop their own area of specialization.

1. (a) The MA requires at least 30 credits, including at least 24 credits in sociology. The following courses are required for all students:

- SOC509 Research Methods (3)
- SOC510 Sociological Theories I (3)
- SOC511 Sociological Theories II (3)
- SOC522 Intermediate Statistics (3)

- SOC680 Seminar in Sociology (4)
and/or
- SOC699 Masters Thesis (2-6)

(b) The MA also requires passing field comprehensive exams. For those master's students who have completed a master's thesis, the comprehensive examinations are conducted orally by the thesis committee, and cover issues of theory and method which bear directly on the thesis itself. This oral examination must be passed prior to formal acceptance of the thesis by the committee. Students who do not prepare a master's thesis will take the same comprehensive examinations in theory and methods that are required of doctoral students (see procedures under the description of the doctoral program). Master's students do not take an area specialization exam. (Note: If the comprehensive exams are passed at the doctoral level while enrolled in the Master's program, they may later be applied toward the doctoral program.)

2. Supporting courses (0-6 credits): courses in fields other than sociology as advised.

3. Masters thesis: Master's students may elect to complete the Seminar in Sociology (SOC 680) as an independent study course or prepare a masters thesis. If a student elects to take SOC 680, a research topic should be chosen in consultation with the sponsoring faculty and should be approved by petition to the Graduate Committee. A copy of the final paper should be submitted to the Graduate Committee as well as to the supervising faculty member.

4. Resident study: Each student is required to complete at least 9 credits of study in one semester of a regular academic year, or with permission, one full-time summer session.

5. Satisfactory performance in some ancillary teaching, research or practicum duties (i.e., graduate assistant, teaching assistant, etc.).

3.1.2. Doctor of Philosophy

The Doctoral Program in Sociology is designed to prepare graduate students for research and service positions in a broad range of public and private sectors such as law, business, medicine, social work, etc., or for a career as scholar-teacher in universities or colleges. The program emphasizes sociological theory, research methodology, and the development of a specialization area (see "An Introduction to Faculty/Research Areas" for fields represented in the department). The program requires at least one academic year of resident full-time study and research, and normally takes at least four years to complete.

The requirements for the PhD include a minimum of 60 credits of formal coursework, comprehensive exams at the doctoral level in methods, theory, and a specialization area, a research tool requirement, and a dissertation. All doctoral students are expected to perform teaching, research, and other professional duties as part of their training in the program.

1. Coursework. The first year includes a required sequence of courses in sociological theory and research methods:

Fall: SOC 510 Sociological Theories I
SOC 522 Intermediate Statistics

Spring: SOC 511 Sociological Theories II
SOC 509 Research Methods

Students are required to take Soc 609 Advanced Methods, and Soc 710 Theory Construction in subsequent semesters.

Additional courses are planned in consultation with an advisor or the Chair of the Graduate Committee. No more than 12 credits in independent study and directed readings may be counted toward the 60 required credits (for students admitted Fall 83 and later). Dissertation credits (Soc 899) and research tool credits are not counted toward the 60 required credits.

2. Comprehensive Field Examinations

The comprehensive field examinations are usually taken after the second year. The format of the examinations is written, closed book, and generally limited to four hours (see exceptions below). Students are expected to pass a comprehensive at the doctoral level in methods, in theory, and in their area of specialization. The specialization exam is taken after passing the methods and theory comprehensives. It is prepared and graded by a committee of three faculty selected by the student. The area of specialization committee members, and date of examination must be approved by the Graduate Committee.

3. Research Tool Requirement

Students must demonstrate competence in the use of one research tool relevant to his/her specialization. The research tool requirement may be fulfilled with a reading knowledge in one appropriate language other than English, or competence in one special methodological area. Foreign language skills are tested by appropriate examinations or certification. Research tool options not involving foreign languages are typically satisfied by passing appropriate courses with a grade of "B" or better.

The non-foreign language option for the research tool can be satisfied through an advanced or specialized methods course in or out of the department, as approved by the Graduate Committee. Courses in programming, qualitative or historical methods, biostatistics, or econometrics would be considered.

4. Proposal and Oral Defense of Dissertation

A dissertation based on independent research is required. The dissertation should constitute a significant and potentially publishable professional contribution to the field of sociology. The student must successfully propose and defend the dissertation in an oral examination before the department.

3.2. Special Programs

In addition to the main degree programs described above, the department participates in several interdisciplinary or international programs at the graduate level. These include a joint Ph.D. with the Department of Communication, a special Ph.D. program in collaboration with Nankai University (People's Republic of China), certificate programs in Planning and Policy Analysis, in Demography, and (pending state approval) in Urban Policy.

3.2.1. Joint Ph.D. in Sociology and Communication

Applicants for admission to Sociology with emphasis in communication are first evaluated for acceptance by the Communication Department. The applicant is then evaluated by the Sociology Department, with the final decision for acceptance resting therein. Applicants in this program are supported by an assistantship or fellowship offered through the Department of Communication.

The degree program in Sociology with a communication specialization area has the following components: 1) the Sociology core courses in theory and methodology (18 credits: Soc 509, Soc 510, Soc 511, Soc 522, Soc 609, Soc 710). 2) 12 additional credits in Sociology. 3) 24 minimum credits in Communication as advised, including COM 506 and 700 level theory seminar. 4) 6 optional credits as advised by Communication faculty. 5) work fostering appropriate research tools, as approved by the Sociology graduate committee. 6) dissertation.

Students in the Sociology program with a specialization area in communication take the standard Sociology department examinations in theory and methodology, one during the second year and one during the third. Further, upon the completion of their plans of study, students take a specialization examination in their major area. (These examinations are administered by the Sociology Department. The topic, committee composition, and date of the specialization exam must be approved ahead of time by the Sociology graduate committee.) A student's dissertation committee consists of at least four members, at least two of whom will be from Sociology and two from Communication. Chairs of committees of students in the communication specialization area are normally from the Department of Communication.

Conducting a doctoral program in cooperation with another academic department has inherent difficulties. The six students in the program have experienced problems in advising due to the unfamiliarity of Communication faculty with the details of the program. Their assistantships from the Department of Communication have regularly entailed both independent teaching and research for a faculty project in the same semester, which is a harder workload than is typical in Sociology. Further, the academic requirements for the joint degree are more rigorous than usual in Sociology, as students are expected to complete a normal range of coursework in Sociology plus a substantive concentration within Communication. The department has initiated discussions with the Department of Communication on these concerns, and the two departments continue to cooperate in finding solutions.

3.2.2. Joint SUNYA-Nankai University Ph.D. in Sociology

The State University of New York at Albany and Nankai University in the People's Republic of China initiated a Ph.D. program in Sociology in the People's Republic of China in the summer of 1986. The program, the first of its type between U.S. and Chinese Universities, will facilitate the rapid development of the Sociology program at Nankai University and will provide exciting opportunities for SUNY Albany to train a new generation of Chinese Sociologists. It will also initiate substantive exchanges of research between scholars in both countries and will provide valuable opportunities for SUNY Albany faculty to collaborate with Chinese colleagues on research projects that will benefit both universities.

The program has the following requirements:

1. The joint Ph.D. program is a 60 credit hour program; dissertation work will not count toward the credit hour requirements. The research tool requirement is satisfied by Chinese language proficiency.
2. The curriculum in China is identical to that offered by the SUNY Albany Sociology Department. The Graduate Committee of the Department monitors the program and is responsible for supervising the students.
3. English is a prerequisite for admission to program. Students must pass two English examinations to be admitted to Ph.D. candidacy.
4. All courses are taught in English.
5. Almost all participating students will enter the program with a Masters Degree in Sociology, so that up to 15 credits can be transferred into the Ph.D. program. If no credits can be transferred, additional coursework will be required.

A team of two or three Albany faculty will offer courses in China every summer for three summers.

An Albany faculty member will serve as Curriculum Coordinator and travel to China at least once during the academic year. Additional administrative assistance will be provided by two U.S. trained Ph.D.'s who are faculty members at Nankai.

3.2.3. Certificate of Advanced Study in Planning & Policy Analysis

The Certificate of Advanced Study in planning and policy analysis is an interdisciplinary program designed to assist persons to work in various agencies and organizations at the national, state, and local levels by improving their skills to conduct planning, analysis, and evaluation of programs, projects and the functioning of organizations.

The program combines disciplinary/substantive knowledge and technical skills to provide the training essential to conduct planning and policy analysis activities in a given policy area. The program is under the guidance

of a campus-wide Advisory Committee. The coordinator of the program administratively reports to the Vice President for Academic Affairs.

The certificate requires 48 credits to be distributed over four areas, and an internship.

1. A substantive/disciplinary area (15 credits)
2. Supporting courses (6 credits)
3. Basic skills in Introduction to Management Science, statistics, and computer applications (9 credits)
4. Technical skills in research design and methods, advanced statistics, process of planning, program evaluation, and systems analysis (18 credits)
5. Internship in an appropriate agency (3 credits)

3.2.4. Certificate Program in Demography

The Certificate in Demography is a graduate-level program designed both for students already enrolled in graduate programs in social science or public policy areas, and for members of the community, such as state employees. It will prepare students with theoretical, substantive, and methodological knowledge of how population processes operate in societies and how they interrelate with other social processes. The program is under the guidance of the graduate committee in sociology.

The certificate requires 18 credits, distributed as follows:

Two core courses, Soc 551 (Introduction) and Soc 552 (Techniques) (6 credits)

Two courses from Soc 665 (Special topics, which may be repeated) or one from Soc 665 plus Soc 607 (Internship) (6 credits)

Two demography-related courses (see brochure for suggested list) (6 credits)

Additionally, students must take one graduate-level statistics course in a related field.

3.2.5. Certificate Program in Urban Policy

The Department has initiated, in cooperation with several other departments, a new program in Urban Policy; it has been approved by the NY State Education Department for approval, with an introduction date of Fall 1987. The Certificate in Urban Policy will be a 15-credit graduate-level program designed both for students currently enrolled in graduate programs in social science or public policy areas, and for members of the community, such as state and local officials, who wish to improve their knowledge of urban policy. It will provide students with an overview of basic concepts and strategies in urban policy analysis, and will offer opportunities for specialization in specific fields of urban research and policy. The program will be administered by an advisory committee including faculty from the Departments of Geography and Regional Planning; Political Science, Public Affairs and Policy; and Sociology.

3.3. Recruitment and enrollment

Enrollment in sociology at the graduate level has been in the range of 50-60 students over the past five years. The following table shows the composition of fall enrollment for the period 1979-1986:

TABLE 2: FALL ENROLLMENT, 1979-1986

	<u>Non-degree</u>	<u>Masters</u>	<u>Doctoral</u>	<u>Total</u>
1979	7	15	22	44
1980	5	16	28	49
1981	2	17	32	51
1982	3	21	36	60
1983	1	19	36	56
1984	3	18	34	55
1985	2	17	39	56
1986	4	16	34	54

We expect total enrollment to remain stable in the near term.

About a third of our graduate students are from other countries, a proportion which has held steady over the past five years. Countries currently represented among our students include South Korea, People's Republic of China, Hong Kong, Japan, Costa Rica, France, Yugoslavia, Nigeria, and Ghana. Some foreign students experience difficulty in the first year due to inadequate English language preparation. Language problems also interfere in the assignment of supported foreign students to appropriate assistantship duties. However, in our experience these difficulties are manageable. On the whole, foreign students have been successful in the academic program, and add diversity and fresh perspectives to the department.

Our impression is that the quality of new graduate students, both foreign and domestic, has improved over the past five years, in step with the department's growing reputation in the discipline. Some evidence for this trend is found in the trend in admission rates for applications to graduate study. The following table gives these figures for MA and PhD students combined since academic year 1982-83:

TABL3 3: APPLICATIONS AND ADMISSIONS RATES, 1982-1987

For study in:	Number of applicants	Admission rate
1982-83	47	.72
1983-84	41	.74
1984-85	37	.73
1985-86	27	.67
1986-87*	43	.63

* not counting Nankai joint PhD program

Further, the applicant pool is becoming more diverse geographically, extending increasingly to other parts of the country.

To reinforce this trend, the Graduate Committee has undertaken to distribute an annual newsletter among former graduate students, faculty, and friends, with the first issue due in Spring 1987. Our purpose is to develop a sense of community which will encourage colleagues who know us best to continue recommending Albany to their promising students.

Efforts to increase minority enrollment, such as mailings to prospective graduate students through the Graduate Admissions Office have been unsuccessful. In part this is due to our lack of Black or Hispanic faculty, which is a continuing concern in faculty recruitment. One positive step is our new program to develop closer contacts with minority students among our undergraduate majors, which may eventually open up informal networks for minority graduate student recruitment.

3.4. Graduate student support

Sources of support for graduate students have remained at the same level over the past five years. Currently the Department receives an allocation of 19 assistantships and 2 fellowships from the College of Social and Behavioral Sciences. We have worked to expand this base of support by nominating outstanding students for Presidential Fellowships and Minority Fellowships, and one student currently holds a graduate fellowship from the U.S. Department of Education. A third source is research grants, typically supporting two to four students, despite discipline-wide losses in the number and level of grant funds.

We face special problems in funding students in their fourth and fifth year of study, particularly foreign students. Some advanced students find research positions with public agencies or teach part-time or full-time at local colleges. In most cases such outside employment delays completion of the dissertation, sometimes to the point of dropping out of the program. We have been able to divide temporary teaching lines (from faculty leaves, etc.) among ABD students as one method of maintaining closer contact with them. However the need for such support already is greater than the supply. The reality is that it takes at least five years to complete the PhD, that students with an academic career orientation must publish research work prior to graduation, which requires full-time participation in the program, and that increasing numbers of our students have the potential and desire to follow this path. Without additional resources, we face difficult choices in the near future about the size and character of the doctoral program.

3.5. Curriculum development

The graduate curriculum has evolved over time in response to changes in the faculty and new initiatives undertaken by the department as a whole.

Establishment of the Certificate Program in Demography required creation of three new courses: 552 Demographic Techniques, 665 Special Topics in Demography, and 607 Internship in Demography. In conjunction with the pending Certificate Program in Urban Policy, the department will create a course on Urban Policy in the United States, which has already been offered as a special topics course.

We have developed a new three-course sequence in the health area, 585A Social Psychological Perspectives in Health and Medicine, 585B Organizational Perspectives in Health and Medicine, and 585C Research Problems in the Socio-Medical Sciences. These courses open up a viable concentration in medical sociology for our students, and may also be useful for students in the new Graduate School of Public Health.

As growing numbers of our students have taught undergraduate classes and aimed for academic jobs, we have discussed methods of improving their preparation for teaching. One mechanism is a two-day teaching seminar for both faculty and graduate students conducted through the American Sociological Association, which we have sponsored twice in the past three years. A second mechanism is through the new Internship in Teaching (Soc 606), through which graduate students may now co-teach an undergraduate class in cooperation with a faculty member. Members of the Undergraduate and Graduate Committees have recommended that supervised teaching experience be made a required part of the PhD program. Finally, we have recently established the Paul Meadows Award for Excellence in Research and Teaching, under which one student is honored each year for superior performance in teaching an undergraduate class.

Other new courses include 575 Ethnicity and Race, 640 Inequality in the Labor Force, 642 Sociology of Work, and 651 Network Analysis and Social Structure. Also, in spring 1987 we are offering for the second time the special topics course in Writing in Sociology, which seeks to develop basic skills in rhetoric and written communication. We are introducing two advanced methods courses, 707 Structural Equation Models and 708 Selected Topics in Methodology; 708 will be taught for the first time in Fall 1987. Finally, the department has proposed a new required 1-credit orientation course for first-year students.

3.6. Placement

Historically the department has been unusually successful in placing graduates of both the MA and PhD programs outside of traditional academic settings. This success is due in large part to our location in the state capital, and the close ties between the sociology faculty and social science professionals in state and local government. Following is a partial list of recent graduates in non-academic positions:

Master's degree

Kathy Lieben - SPSS Inc.
Bill Baccaglioni - NYS Division for Youth
Nancy Burton - Albany City Council

Doctorate

Ron Simeone - NYS Division for Youth
Carolyn Beeker - NYS Aids Institute
Mary Melick - NYS Department of Mental Health
Rosemary Gido - NYS Bureau of Corrections Research

A growing number of our students, including doctoral candidates and Ph.D.'s, have found academic employment in recent years. This trend has been facilitated by the close research collaboration between faculty members and students. Indeed, most of the people on the following list also co-authored research articles with faculty members in the past five years:

Vicki Swigert - Holy Cross
Phil Crowe - Queensland Institute
Mark Tausig - University of Akron
Mitch Chamlin - University of Oklahoma
Kevin Fitzpatrick - University of Alabama
Mark Reed - Southern Methodist University
Steve Light - Old Dominion
Reid Golden - Hartwick College

3.7. List of co-authored work with graduate students since 1981

Richard D. Alba and Mitchell B. Chamlin, "A preliminary examination of ethnic identification among whites." American Sociological Review 48 (April, 1983): 240-7.

Richard D. Alba and Reid Golden, "Patterns of interethnic marriage in the United States," forthcoming in Social Forces (September, 1986).

Judith R. Blau and Katharyn Lieben, "Growth, Decline, and Death: A Panel Study of Architecture Firms." In Judith R. Blau, Mark LaGory, John Pipkin (eds.), Professions and Urban Form. Albany: SUNY Press, 1983.

Judith R. Blau, Stephen Light and Mitchell Chamlin, "Individual and Contextual Effects on Stress and Job Satisfaction." Work and Occupations, 13 (February, 1986): 131-156.

Judith R. Blau, Peter M. Blau, and Reid M. Golden, "Social Inequality and the Arts." The American Journal of Sociology 91 (September, 1985): 309-331.

Richard B. Felson, W. Baccaglioni, and S. Ribner, 1985, "Accounting for Criminal Violence: A Comparison of Official and Offender Versions of Crime." Sociology and Social Research 70 (1): 93-95.

Richard B. Felson and Mark Reed, "Reference Groups & Self-Appraisals of Academic Ability of Performance." Social Psychology Quarterly 49, 2 (1986): 103-109.

Richard B. Felson and Mark Reed, "The Effects of Parents on the Self-Appraisals of Children." Social Psychology Quarterly 49 (1986): 302-308.

A. C. Higgins, Maria T. Kilbourne and Brock K. Kilbourne, "Science, Deviance, and Society," in Brock K. Kilbourne and Maria T. Kilbourne, editors, The Dark Side of Science. San Francisco, California: American Association for the Advancement of Science, Pacific Division, 1983, pp. 37-54.

Nan Lin and Ling Wang, "Social Support, Life Events, and Depression: Models and Evidence." Proceedings for Social Support and Health: New Directions for Theory Development and Research, April 1985, University of Rochester Continuing Professional Education.

Nan Lin, Mary Woelfel, and Stephen C. Light, "The Buffering Effect of Social Support Subsequent to an Important Life Event." Journal of Health and Social Behavior, September 1984, 26 (3): 247-263.

Nan Lin and Mary Dumin, "Access to Occupations Through Social Ties," Social Networks 8 (February, 1986): 365-385.

Nan Lin and Wen Xie, "Occupational Prestige in Urban China," American Journal of Sociology, forthcoming.

Allen E. Liska, Andrew Sanchirico, and Joseph J. Lawrence, "Fear of Crime as a Social Fact." Social Forces 60 (March, 1982): 760-71.

Allen E. Liska, Richard B. Felson, William Baccaglini, and Mitchell Chamlin, "Estimating Attitude-Behavior Reciprocal Effects Within a Theoretical Specification." Social Psychology Quarterly (March, 1984): 15-23.

Allen E. Liska and Mitchell Chamlin, "Social Structure and Crime Control Among Macro Social Units." American Journal of Sociology (Sept., 1984): 383-96.

Allen E. Liska, Mitchell B. Chamlin, and Mark Reed, "Testing the Economic Production Function and Conflict Models of Crime Control." Social Forces 63 (Sept., 1985): 383-95.

Allen E. Liska and Mark Reed, "Ties to Conventional Institutions and Delinquency: Estimating Reciprocal Effects." American Sociological Review 50 (Aug., 1985): 547-60.

John R. Logan and Kevin Fitzpatrick, "The Aging of the Suburbs: 1960-1980." American Sociological Review 50 (February, 1985): 106-117.

John R. Logan and Reid Golden, "Suburbs and Satellites: Two Decades of Change." American Sociological Review 51 (June, 1986): 430-437.

Glenna Spitze and Elizabeth Shaffer-King, 1985, "Job or no job: Sex and scaling." Research in Social Stratification and Mobility 4: 219-36.

R. Ward and E. Bryant, "A case study of HMO Medicare Enrollment." The Gerontologist (in press)

4. THE FACULTY AND ITS QUALITY

The faculty is extremely productive in terms of research. In the 1985-86 academic year, for example, the faculty published five books and thirty-four articles in refereed journals. A high percentage of these are in the most prestigious journals of our field. Two articles appeared in each of the

following journals: American Sociological Review, American Journal of Sociology, Social Forces, and Social Psychology Quarterly. In addition there were articles in the Journal of Health and Social Behavior, Social Problems, Urban Affairs Quarterly and Criminology.

Much of this research has been supported by externally funded grants from the major national research sponsors including the National Science Foundation and the National Institutes of Health. Finally, the research of eight faculty was supported by external funds; this is at a time when such funds in sociology have been significantly reduced.

In 1982, the Conference Board of Associate Research Councils published its rating of doctoral programs in academic disciplines. This study permits a comparison of this department with other departments both nationally and locally. The department tied for first place nationally in terms of the evaluation of improvement. In terms of faculty quality, the department was rated well above the national average. The faculty quality was rated the second highest, based on standardized scores, within the university; only Geology had a higher rating. When the ratings on the effectiveness of departments in educating research scholars and scientists are considered, the Department has the highest score of any doctoral program in the University. At the same time we believe that these ratings under-estimate the quality of our faculty. First, there is a lag between performance and reputation, and second, our productivity has increased since the time these data were collected.

A more up-to-date indicator of the quality of the faculty is the quality of the journals in which it publishes. It is generally accepted that the three leading journals in sociology are the American Sociological Review, the American Journal of Sociology, and Social Forces. By examining the affiliations of the authors of these three journals, one can examine the representation of sociology departments across the country. The results of a count of the affiliations of authors during the years 1981-1986 are presented in Table 4. These figures are the number of articles in which the institution is listed as the affiliation of the first or second author. By this measure, Albany ranks fourth in the country in productivity in the top three journals. Only the University of Wisconsin, the University of Michigan, and the University of North Carolina ranked higher.

TABLE 4: REPRESENTATION OF UNIVERSITIES IN ASR, AJS, AND SOCIAL FORCES: 1981-1986

Wisconsin	45
Michigan	43
North Carolina	39
Albany	36
Indiana	31
Columbia	26
Stanford	24
Texas	23
Illinois - Urbana	21
Chicago	18
Berkeley	17
Cornell	17
Pennsylvania	17
Washington State	17
Duke	15
Arizona	14
Iowa	14
Northwestern	14
Princeton	14

We can also present evidence on publications of this faculty in social psychology—a central area in sociology. The major journal in sociological social psychology is Social Psychology Quarterly. A count was made of the institutions of sociologists who published in this journal from 1981-86. Five institutions were listed as affiliates in five or more articles during this period: SUNY Albany (11); Washington State University (10); Indiana University (7); University of Cincinnati (5); University of Illinois (5). The evidence suggests that our faculty publish more than any other in the top journal in this area.

Many members of our faculty have served as journal editors and associate editors. Hall served as the editor of Work and Occupations from 1980-1986. Blau and Spitze served as the Book Review Editor during this period. Lin, Felson and Liska have all served on the editorial board of Social Psychology Quarterly. Faculty have served on the editorial boards of many other journals, including: American Journal of Sociology; American Sociological Review; Social Forces; Youth and Society; Comprehensive Gerontology; Journal of Marriage and the Family; Social Science Quarterly; Gender and Society; Sociological Methods and Research; Journal of Health & Social Behavior; Communication; Contemporary Sociology; Insurgent Sociologist; Sociological Quarterly; Humboldt Journal of Social Relations.

Each year since 1981 the department has sponsored a national conference. We believe that these conferences have increased the visibility and status of the department. In addition, the papers in these conferences have been published in edited books with good publishers. A list of those publications and the conference organizers and editors follows:

- 1981: Contributions of Network Analysis to Structural Sociology
(Nan Lin)
- 1982: Organizational Theory and Public Policy
(Richard Hall)
- 1983: Urban Theory and National Urban Policy
(John Logan)
- 1984: Ethnicity and Race in the Last Quarter of the Twentieth Century
(Richard Alba)
- 1985: Ingredients for Women's Employment Policy
(Chris Bose and Glenna Spitze)
- 1986: Health in Aging: Sociological Issues and Policy Directions
(Russell Ward and Sheldon Tobin)

4.1. Staffing

The faculty in the Department of Sociology is relatively young. Fifteen out of twenty-two members of the department joined the department in the last ten years. There are five full professors, twelve associate professors and five assistant professors.

In the last five years, we have lost five faculty. Three members have retired, and two took jobs elsewhere. There are no mandatory retirements expected in the next five years. The most recent additions to our faculty are Krohn, Wagner, Loscocco, Seidman, South, Messner, Trent and McLeod. All but Krohn arrived here as assistant professors. In general, full professors have been replaced with assistant professors.

In the last five years (since 1982) we have tenured seven people (Blau, Bose, Felson, Krohn, Messner, Seidman, Spitze). In every case, the department's recommendation was supported by the administration. We have recommended the promotion of four associate professors to full professors, and have been successful in all but one case.

4.2. Interdisciplinary collaboration

The Department of Sociology has an important service function in the university. One way this is manifested is in joint appointments. Four faculty members have joint appointments in the Department of Public Affairs and Policy (Alba, Hall, Lin, Logan). One faculty member has joint appointments in the Departments of Communication and Public Health Sciences (Lin), one is jointly appointed in Organization Studies (Hall), another has a joint appointment with criminal justice (Krohn), and three are associated with the Ringel Institute of Gerontology (Ward, Logan and Spitze). Three members have an affiliation with Women's Studies (Bose, Loscocco, Spitze) while one of these (Bose) has an affiliation with PRLACS.

Departmental members have played many roles in other departments and administrative units. For example, many have served on committees (e.g. search committees and dissertation committees) in other departments and lecturing is common.

4.3. Average faculty workload and salaries

Most faculty members request and receive a reduced teaching load of six hours per semester. The full teaching load is nine hours per semester. Reduced teaching loads are granted when faculty are engaged in research. At the present time everyone on our faculty is engaged in research, and almost everyone has recent publications. As a result, most faculty have been teaching six hours. The graduate and undergraduate chair teach three hours per semester while the chair teaches three hours per academic year. In addition to university and college-wide obligations, most serve on two department committees. This year each faculty member served as an advisor for approximately 20 undergraduates.

As of December, 1986, the median salary in the department was \$29,925 for assistant professors, \$38,457 for associate professors and \$57,292 for full professors.

4.4. Professors

Richard D. Alba (Columbia University, 1974) is the Director of the Center for Social and Demographic Analysis. He teaches courses in race and ethnicity, demography and statistics. His courses in graduate level statistics are central in the graduate program. He has published research in a variety of areas including race and ethnicity, quantitative methods, demography, education, and social networks. His articles have appeared in the American Sociological Review, Social Forces, Administrative Science Quarterly and the Sociology of Education. In 1985 he published a book with Prentice-Hall on Italian Americans.

Richard H. Hall (Ohio State University, 1961) chaired the department from 1982-85. He has been the editor of Sociology of Work and Occupations for the past six years. He is active in the American Sociological Association and is presently serving on its council. He teaches courses in complex organizations, bureaucracy and the sociology of work. He is the author of numerous articles and books in the area of complex organizations, including Organizations: Structure, Process and Outcomes (Prentice-Hall, 1987) and Dimensions of Work (Sage, 1986).

Nan Lin (Michigan State University, 1966) is also a former chair of the department. He teaches courses in network analysis, health and medicine and graduate methods and plays a central role in the graduate program. He has brought in a large amount of funding to the department in grants from the National Institute of Mental Health, the National Science Foundation, and the National Institutes of Health. He is the author of numerous articles and books including, most recently, Social Support Events and Depression (Academic Press, 1986). His articles have appeared in the American Journal of Sociology, the American Sociological Review and Social Forces, among other journals.

Allen E. Liska (University of Wisconsin, Madison, 1974) is presently chair of the department. He teaches courses in social psychology, social attitudes and deviance. A revised edition of his book Perspectives on Deviance (Prentice-Hall) has just been published. His articles have appeared in the American Journal of Sociology, the American Sociological Review and Social Forces, among other journals. He has received funding from the National Institutes of Health and the National Science Foundation.

John R. Logan (University of California, Berkeley, 1974) teaches courses in urban sociology, graduate research methods and political sociology. He has published articles in the American Journal of Sociology, the American Sociological Review and Social Forces, among other journals. His book Urban Fortunes: The Political Economy of Place (University of California Press, 1986) was recently published. He has received funding from the National Science Foundation (twice) and from the National Institute of Child Health and Human Development.

4.5. Associate Professors

Judith R. Blau (Northwestern University, 1972) teaches courses on bureaucratic organizations, qualitative research, sociology of the arts, and methodology. Architects and Firms: A Sociological Perspective was published by MIT Press in 1984. Her articles have appeared in such journals as the American Journal of Sociology, Social Forces, and the American Sociological Review. She has received funding from a variety of institutions, including the National Science Foundation.

Christine E. Bose (John Hopkins University, 1974) teaches courses on women, sex roles stratification and statistics. Her monograph Jobs and Gender: A Study of Occupational Prestige (Praeger, 1985) was recently published. Her articles have appeared in the American Journal of Sociology and the American Sociological Review.

Richard B. Felson (Indiana University, 1977) teaches courses in social psychology at both the undergraduate and graduate level. He has published articles on the self-concept and on interpersonal aggression in Social Psychology Quarterly, the Journal of Personality and Social Psychology, and other journals. He has received funding from the National Science Foundation (twice) and the National Institutes of Health.

Arnold W. Foster (London School of Economics, 1961) teaches theory at both the undergraduate and graduate level and courses in the sociology of the arts. His articles on the sociology of the arts have appeared in such journals as the European Journal of Sociology.

Albert C. Higgins (University of North Carolina, Chapel Hill, 1964) teaches many of the departments' large introductory classes. In addition, he teaches courses in social psychology, mass media, the sociology of science, and medical sociology. In 1985 he won the "Distinguished Teaching Award" and was named the "Outstanding Teacher of the Year" by the Student Association. He has published articles in the American Journal of Public Health and Sociometry.

Marvin D. Krohn (Florida State University, 1974) teaches courses in juvenile delinquency, the sociology of law and social problems. He has published numerous articles in such journals as *Social Forces*, *American Sociological Review* and *Criminology*. His most recent book, Delinquent Behavior was published by Prentice-Hall in 1986. He has received funding from National Institutes of Health (twice) and Boystown Center for the Study of Youth Development to examine determinants of smoking behavior and drug use.

Steven F. Messner (Princeton University, 1978) is the chair of the undergraduate committee. He teaches courses in deviant behavior, criminology, the sociology of sport, and methods. His articles have appeared in such journals as the *American Journal of Sociology*, *Social Forces*, and *Criminology*. His major research interest is in factors that predict variation in rates of violent crime.

Arthur H. Richardson (Purdue University, 1958) teaches courses in medical sociology and evaluation and policy research. His articles have appeared in such journals as the *American Sociological Review*, *Sociology and Social Research*, and *Social Science and Medicine*. His monographs include Family Planning and Population Control: Attitudes, Knowledge and Behavior (Johns Hopkins University Press, 1976) and Graduates of American Schools of Public Health (American Public Health Association, 1977). His funding has included grants from the National Institutes of Health (three times).

Maurice N. Richter, Jr. (University of Chicago, 1962) teaches courses in social stratification, the sociology of science, and social conflict. He has published articles in such journals as the *American Sociological Review*, *Society*, and *Sociology and Social Research*. His most recent books are Exploring Sociology (Peacock, 1987), Technology and Social Complexity (SUNY Press, 1982) and The Autonomy of Science: A Historical and Comparative Analysis (Schenkman, 1981). The latter has been translated and published by the Chinese Academy of Sciences in Beijing.

Steven Seidman (University of Virginia, 1980) teaches many of our undergraduate and graduate courses in theory. He has published articles in *Sociological Theory*, *Sociological Inquiry*, the *European Journal of Sociology*, and the *British Journal of Sociology*. His books include Liberalism and the Origins of European Social Theory (University of California Press, 1983).

Glenna D. Spitze (University of Illinois, 1979) is presently chair of the graduate committee. She teaches courses in sex roles, demography, and methods. She has published articles in the *American Journal of Sociology*, *Social Forces* and the *American Sociological Review*. Her books include Sex Stratification: Children, Housework and Jobs (Academic Press, 1983). She has received grants from the National Science Foundation (twice) and the Department of Labor. Her major research interests are in women's employment and its relation to the family and in determinants of divorce.

Russell A. Ward (University of Wisconsin, 1974) teaches courses in aging and methods. He has published articles in *Social Psychology Quarterly*, *Sociological Quarterly*, *Sociology and Social Research*, and the *Journal of Gerontology*. The second edition of his book, The Aging Experience (Harper & Row) was published in 1984. He has received funding from the National Institute of Mental Health to study the effects of age segregation on mental health.

4.6. Assistant Professors

Karyn A. Loscocco (Indiana University, 1985) teaches courses in the family, the sociology of work, complex organizations, aging, sex roles, and industrial sociology. She was recently nominated by the department for a teaching award. She is interested in age and sex differences in attitudes toward work and has published in the *American Sociological Review*.

Jane McLeod (University of Michigan, 1987 expected) is a new faculty member who specializes in methods and statistics and medical sociology. She has published in the *American Sociological Review* and the *American Journal of Public Health*.

Kathy Fernandez Trent (University of Texas, 1985) joins the faculty this year after serving as acting Director of the Center for Social and Demographic Analysis. She will teach courses in demography, medical sociology, and the family. She has published articles in the *Journal of Marriage and the Family*, *Social Science Quarterly*, and *Journal of Population Studies*.

Scott J. South (University of Texas, Austin, 1982) teaches courses in demography, social problems, urban sociology, and both undergraduate and graduate level statistics. He has published articles in the *American Sociological Review*, the *American Journal of Sociology*, *Social Forces* and *Demography*. His research includes studies of determinants of divorce and crime rates.

David G. Wagner (Stanford University, 1978) teaches courses in social psychology and theory. He has published articles in the *American Journal of Sociology* and the *American Sociological Review*. His book, The Growth of Sociological Theories was published by Sage in 1984. His interests include theory construction and expectation states.

4.7. Adjunct and Affiliated Faculty

Craig Brown is presently at the Office of Mental Retardation and Developmental Disabilities. He regularly teaches a statistics course for the department.

Joseph Morrissey is with the Bureau of Evaluation Research, NYS Office of Mental Health. He has taught the *Sociology of Mental Disorder*.

Henry Steadman is with the Bureau of Evaluation Research, NYS Office of Mental Health. Recently he has taught a course on the *Sociology of Sport*.

Joseph Coccozza is with Bureau of Research at the NYS Council on Children and Family. He has taught courses on the family.

The following faculty have their major appointment in other departments in the University: Philip Foster and Ted Youn are in the Department of Educational Administration and Policy. James Tedeschi is in the Department of Psychology. David McCaffrey is in Graduate School of Public Affairs. Joseph Woelfel is in the Department of Communication. Susan Sherman is in Social Welfare. Graeme Newman and Terence Thornberry are in the School of Criminal Justice.

5. SUPPORT, RESOURCES, AND FACILITIES

This section describes and assesses the support, resources, and facilities available in the Department of Sociology. Resources and needs will be discussed relative to the following areas: (1) teaching and research, (2) University-supported expenditures, (3) staff support, (4) space, (5) teaching and research assistantships, (6) library holdings and services, (7) equipment, and (8) other service loads.

5.1. Teaching and Research

As mentioned in previous sections (the Undergraduate Program and the Graduate Program), the Department has currently the second highest undergraduate enrollment (FTE's) in the College of Social and Behavioral Sciences. Further, current trends (a comparison between 1985 and 1986 enrollment figures), appearing in Table 5, show that the College as a whole has decreased its total enrollment by 1.73 percent. Of the nine programs in the College (excluding the College courses listed under the Dean's Office), five programs have shown decreasing enrollments, while four have gained. Sociology is the leading gainer, with a 8.81 percent enrollment increase from 1985 to 1986. Tentative data for fall, 1986 and spring, 1987 suggest further enrollment pressure and increases. Of the 30 undergraduate courses (excluding special topics, seminars, internships) offered by the Department in the spring of 1987, 24 courses (80 percent) were closed, suggesting that the potential enrollments far exceed the present capacity of the faculty. The graduate enrollment has maintained about the same level of enrollment during the last two years (55.7 and 54.7 FTEs), despite a national trend of declining graduate enrollments in sociology. Each year, many qualified applicants are turned away because of limited teaching and research assistantships. According to the Office of Institutional Research's calculations, Sociology is the most under-staffed program in the College of Social and Behavioral Sciences and the entire University (-7.2). The staffing trends in the College by department are presented in Figure 1.

TABLE 5: COMPARISON OF TOTAL (UNDERGRADUATE) FTE BY DEPARTMENT IN SBS COLLEGE*

Spring 1985 versus Spring 1986

DEPARTMENT	85 FTE	86 FTE	DIFFERENCE	% CHANGE
Afro-American Study	136.4	144.0	7.6	5.57
Anthropology	275.9	253.1	-22.8	-8.26
Communication	238.9	222.6	-16.3	-6.82
Dean's Office	13.3	2.4	-10.9	-81.95
Economics	594.7	502.3	-92.4	-15.54
Geography	121.1	115.0	-6.1	-5.04
History	407.6	422.1	14.5	3.56
Psychology	642.3	673.4	31.1	4.84
Puerto Rican Studies	27.8	23.3	-4.5	-16.19
Sociology	544.8	592.8	48.0	8.81
TOTAL	3002.8	2951.0	-51.8	-1.73

* Data provided by SUNY-A Office of Institutional Research.

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Economics	594.7	502.3	-92.4	-15.54
Geography	121.1	115.0	-6.1	-5.04
History	407.6	422.1	14.5	3.56
Psychology	642.3	673.4	31.1	4.84
Puerto Rican Studies	27.8	23.3	-4.5	-16.19
Sociology	544.8	592.8	48.0	8.81
TOTAL	3002.8	2951.0	-51.8	-1.73

*

Data provided by SUNY-A Office of Institutional Research.

Despite the enrollment pressure and teaching commitment, the Sociology faculty continue to engage in funded research. As shown in Table 6, the last five years, the faculty annually submit more than 15 applications for external funding and annually receive more than eight awards, for an impressive 49 percent success rate. The overwhelming submissions and awards are with the National Science Foundation and the National Institute of Health, and all proposals and awards are for basic rather than clinical or applied research. The known acceptance rates of proposals at the Sociology Program in the NSF and NIH are less than 25% nationwide. Thus, these percentages provide evidence of recognized leadership of the Albany faculty in sociological research and scholarship. Because of the significant awards from the NIMH, the Department has annually received allocations of the Biomedical Allocations, in accordance with its portion of NIMH awards received by the University.

TABLE 6: EXTERNAL RESEARCH FUNDING, 1981--1986

<u>Applications Submitted</u>		<u>\$ Amount</u>	<u>Awards Received</u>	<u>\$ Amount</u>	<u>Biomedical Allocations</u>
1981-82	14	\$1,007,705	8	\$297,963	\$5,442
1982-83	15	\$3,035,497	9	\$433,799	\$ 0
1983-84	27	\$2,086,996	10	\$390,630	\$2,232
1984-85	15	\$602,095	7	\$203,349	\$8,155
1985-86	15	\$1,563,895	8	\$342,566	\$8,103
1986-87					\$4,162

The annual amount of research monies awarded to the Sociology faculty has averaged more than \$330,000, for the past five years. According to the calculations by the Office of Institutional Research, the booked value of awards per full-time faculty in 1984-1985 (the lowest in the last five years for Sociology) was \$16,800 for Sociology, the second highest in the College. It is especially significant, because none of the awards received by Sociology, as in contrast with other leading award-receiving programs in the University, have been for clinical and applied research or training activities. Figure 2 presents the statistics on booked value of awards for the departments in the College in 1985-86.

5.2. Graduate Assistantships

The Department has an allocation for Fall 1987 of 23 assistantships and fellowships (including assignments in the Office of Institutional Research and Center for Social and Demographic Analysis), as compared to 20.5 in 1982-83. Of the four doctoral programs in the College, Sociology (along with Anthropology, which has less than half the size of FTE's) has the fewest assistantships allocated by the College in 1985-1986. (Anthropology's number of lines has increased from 15.5 in 1982-83 to 23 in 1985-86). The number of assistantships dictates in large part the size of the doctoral enrollment. Currently, we are able to support most doctoral students for only three years. Without the support for the fourth year, many ABD's have to find part-time or full-time jobs with the state and local governments, distracting them from completion of the dissertations. Since two thirds of the graduate enrollment in Sociology are in the doctoral program, the growth of the Department's graduate enrollment to a large extent depends on more lines. Figure 3 presents the assistantship allocations in the College for the last three years.

Given the teaching needs from the heavy undergraduate enrollment and the growing graduate training and research commitment, we estimate the number of allocated assistantships should be on par with those in Psychology and Economics (about 30 to 33).

5.3. University-Supported Expenditures

The University supports the Department's teaching, research and service functions with three major categories of expenditures: Supplies and Expenses (S & E), Temporary Service, and Equipment. The base budgets and actual

expenditures for these resources during 1982-1987 are presented in Table 7, as provided by the Office of Institutional Research. These figures do not include some funds made available by the College of Social and Behavioral Sciences, largely for undergraduate instruction.

TABLE 7: ALLOCATION EXPENDITURE HISTORY: SOCIOLOGY

	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987
S&E					
Base	13,778	16,559	24,883	11,850 ^a	22,278
Exp	18,926	23,556	28,561	24,615	22,278 ^b
Temp Service					
Base	1,550	6,550	1,550	-0-	1,500
Exp	2,350	6,000	5,783	164	1,500 ^b
Equipment					
AER Exp	2,981	6,924	450	9,281	4,829

^a Installation of new telephone system 6/85. Base did not include fixed costs.

^b Projected as of 11/3/86.

As can be seen, the Supplies and Expense expenditures have declined from \$28,561 in 1984 to \$22,275 (projected) during 1986-1987. The Temporary Services expenditures has dropped from \$5,783 in 1984-1985 to \$1,500 in 1986-1987 (projected). Equipment support was reduced from \$9,281 in 1985-1986 to \$4,829 in 1986-1987.

A comparison of College average expenditures per department, in Figure 4, shows that the Department of Sociology has been under-supported every year since such records became available. The most recent data for 1984-1985 shows that Sociology was about \$200 deficit per FTE in comparison with the College average and \$300 less than the campus average. It is the least supported department, in terms of expenditures per FTE in the College; Sociology's average (\$1,007) is about half of the best support department in the College (over \$1,900).

As a result, the support for academic and professional activities (research and teaching equipment, film rental, and travel support which averages about \$235 per person per year and about \$470 for each travelling Assistant Professor) is not adequate.

These support figures are not consistent with the status and activities engaged by the Department. Sociology is one of four doctoral programs in the College, having the second largest enrollment in the College, and heavily engaged in externally funded basic research; and yet University support has consistently been among the least on campus.

5.4. Staff Support

Currently, the Department has one 1/2 position of Assistant to the Chair, and three secretarial positions. There is only one word-processing station to be shared by the three secretaries, and one printer also used by the History Department. Further, the work station can currently be used only through a central processing station in the Administration Building. The Assistant to the Chair has a microcomputer system.

We are hopeful that the work station will soon be functional as a microcomputer and more work stations will be made available to all the secretaries.

The Assistant to the Chair position is a "borrowed" line from the College. It is not a regular state-funded non-teaching professional position. This year, for example, half of the salary is provided for by the leave money brought in by Professor Richard Alba. This situation creates an instability and disorganization, at a level detrimental to the functioning of the Department Chair.

5.5. Space

Space has been and continues to be a major problem in the Department. Four faculty members currently occupy rooms with limited space, ventilation and no windows. Space is available only for teaching assistants. There is no space for other graduate students. There is only one room, converted from a faculty office, which serves as the conference room, the faculty meeting room, the brown-bag seminar room, the library, space for a microcomputer, a computer terminal, and the printer (shared by Sociology and History).

Currently, the three secretaries share two rooms (10' x 24' and 10' x 12'), with a combined 360 square feet. With all the desks, chairs, file cabinets, faculty mailboxes, and furniture, this area is not adequate for normal functions.

Research space is limited to the space allocated to Professors Nan Lin and John Logan for their funded research. For the past two years, the University's space committee has proposed decreasing even this allocation. There is no other space allocated for any other research activities engaged by faculty and their research assistants. For example, there is no research space for Richard Felson who is conducting funded research, and David Wagner has to "borrow" laboratory space and time from the Department of Psychology, having only low priority in accessing the laboratory space and equipment. These shortages are critical, and directly affect the conduct of research.

There is no space available for seminars.

5.6. Library

In general, the library holdings for Sociology are adequate, particularly as supplemented by the State Library in downtown Albany and efficient service through Interlibrary Loan. One continuing problem is the location of holdings

in political science, law, public administration, and social welfare in the Hawley Library on the downtown campus.

One major improvement in the past year has been the computerization of circulation information, so that the status of books can be checked via remote terminals outside the library.

The library is currently conducting an internal review of its holdings and acquisitions in all disciplines, and a copy of its review for Sociology will be appended to this self-study report later in 1987.

5.7. Equipment

The Department has a VCR recorder which has been used for taping lectures and for teaching training and evaluations. There is also a microcomputer with a laserjet printer. Individual faculty members have acquired microcomputer systems with their research and other funds. We are requesting a second microcomputer system, to meet the growing word-processing and data-processing needs of the faculty and graduate students.

There is only one computer terminal available in the Department. While faculty and graduate students have access to the Computing Facilities Room, they face stiff competitions from many other users (including students taking computer courses in the College).

5.8. Computer Services

Computer uses are central and critical to the faculty and graduate students in the Department. Besides severe shortage in equipment and space, we need programmers. The Center for Social and Demographic Analysis is hiring one programmer and may help meet the need. Currently, a faculty member in the Department is in charge of the allocation of computer time.

The University is shifting its mainframe from a UNIVAC system to an IBM system. The transition may create delays and confusions. However, these seem relatively minor and surmountable. We anticipate a tolerable transition process for the faculty and students.

5.9. Service Loads

As mentioned in the Sections on the Faculty and Undergraduate and Graduate Programs, the Department faculty is heavily involved in inter-disciplinary activities. Other services provided are less tangible for accounting. Consultations are routinely provided to national and international organizations and associations, state and local governments, and other professionals, practitioners, and fellow social scientists.

Collectively, the Department faculty is responsible for the organization of the annual conference which draws scholars of national and international stature in various fields every spring. Each year, the Department is also host of the Ted Standing Lecture, given by a distinguished sociologist each year in honor of a retired professor. Faculty members organize and

participate in a number of continuous seminars in urban sociology, social sciences and public health, telecommunications, aging, deviance and criminology, organizational analysis, and women and society.

The Department's doctoral program at Nankai University, Tianjin, the People's Republic of China, was commenced in 1986. By the end of 1987, about eight faculty members in the Department will have offered courses to our doctoral students in China.

6. CONCLUSION

The Department of Sociology has gained national prominence over the past decade. It is among the few in this University that has the potential to achieve the goal of the new Graduate Research Initiative: to enter the ranks of the top departments in its discipline in the near future. The quality of its faculty provides a realistic potential for growth in its graduate program, and - despite a dim national funding climate - for expansion of funded research.

Sociology plays a central role in undergraduate education and in the support of other programs within the University. It carries a heavy teaching load, meeting the needs of students in several different majors. Its faculty display an extraordinary degree of interdisciplinary cooperation, with active involvement in ten departments and centers outside Sociology.

The critical question raised by the self-study process is whether this level of activity can be maintained under current levels of support from the University. We recognize that this question mirrors the situation of the University as a whole as it has added a substantial research mission to its continuing commitment to excellence in public education. But Sociology's position is atypical in the following sense: it has outperformed the average department, while remaining one of the least supported departments in the College and University.

The self-study committee recommends that serious consideration be given to the ramifications of two possible future courses: (1) what the Department and the programs would be like, both in terms of instructional capabilities and scholarships, if adequate resources are provided; and (2) what actions could be taken, if resources remain at the present deficient level.

If additional resources are forthcoming, the Department and faculty ought to engage in extensive planning for the next five to ten years and identify actions (lines and areas of recruitment, building of instructional and research infrastructures, updating of course and program offerings, etc.) and goals (targeted position in the sociology community, quality of graduates and undergraduates, etc.).

On the other hand, if no new resources are provided, the Department and faculty should assess alternative actions (defining enrollment ceiling of undergraduate courses, restricting entries to upper-division courses, redistributing assistantships so that promising graduate students would receive four-year support, encouraging faculty to make external arrangements for their research activities).

The Department might reasonably request substantial increases in support in order to reach even the average for departments with doctoral programs: 1) seven new faculty lines, 2) ten additional graduate assistantships, and 3) commensurate increases in various budget categories. The case for such increases should be clearly stated. Nevertheless, it is prudent for the Department to prepare strategies for maintaining the quality of its programs within current resource levels. This planning should begin in Fall 1987, in order to make use of the expertise of the outside reviewers who will visit during the coming academic year.

FIGURE 2. Annual Average Over (+)/Under (-) Staffing (ex. TAs)

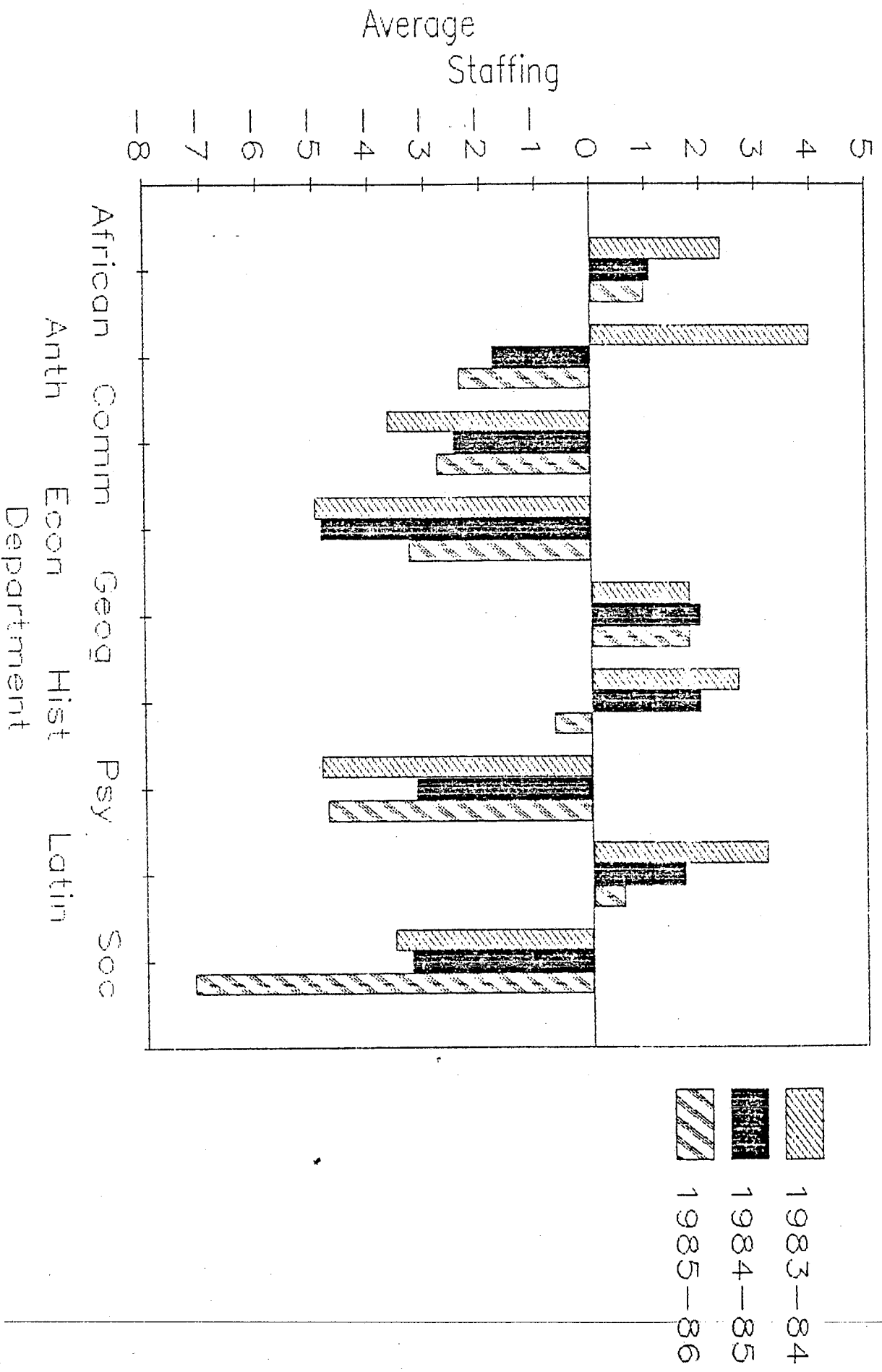


FIGURE 4. Booked Value of Awards per FT Faculty

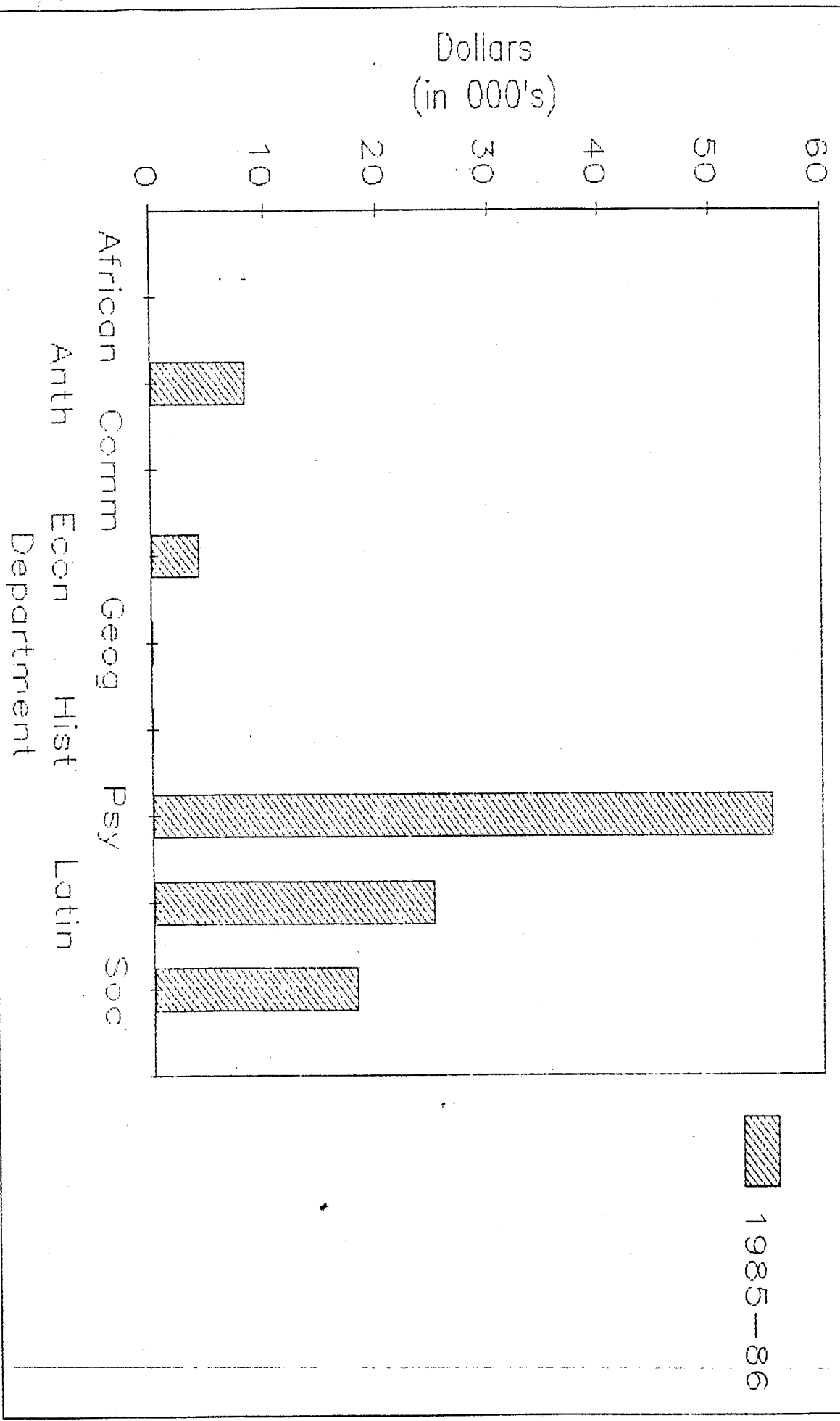


FIGURE 5.

Total Allocated Uni. Assistantships (@.25)

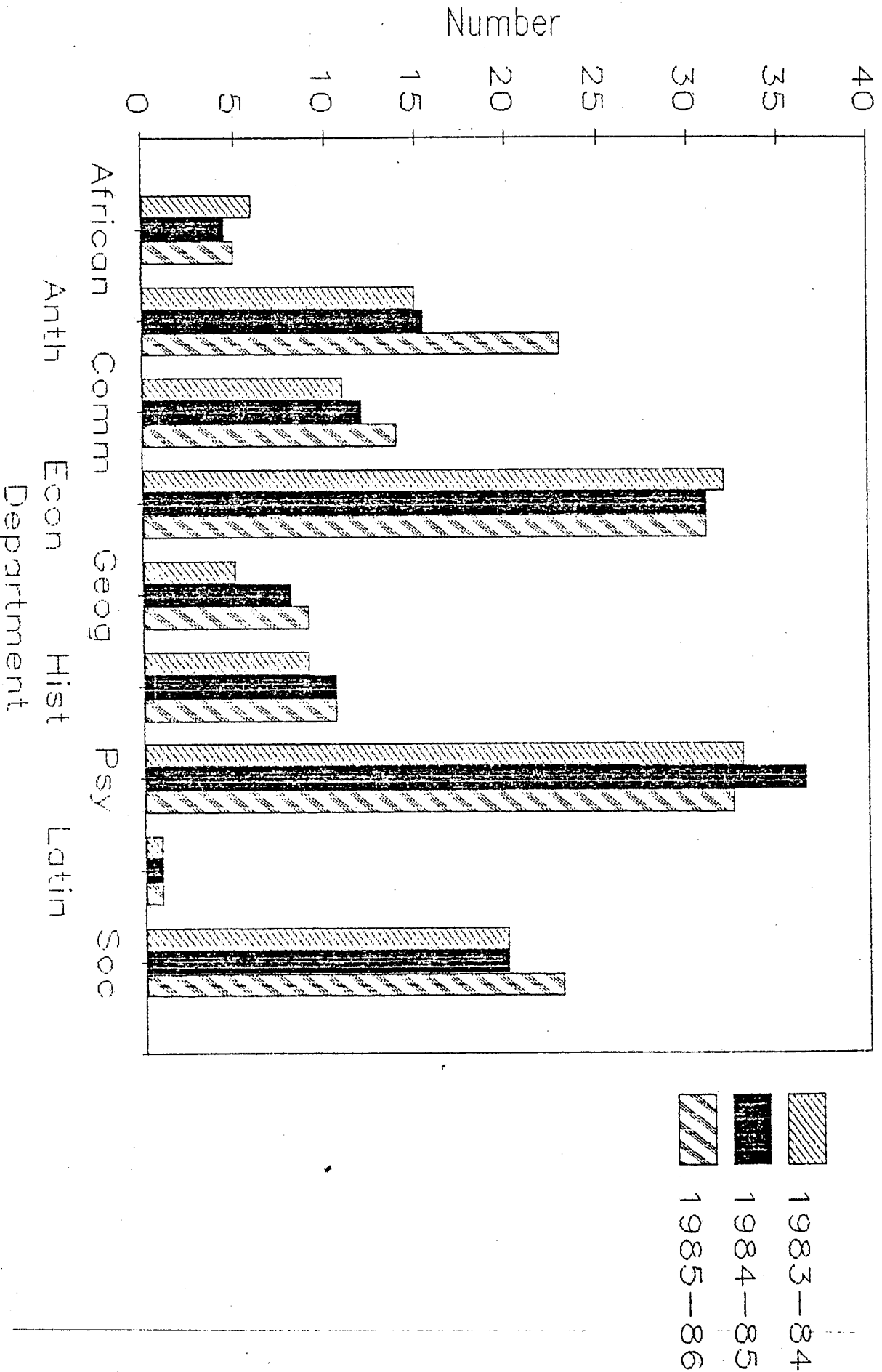


FIGURE 7. Expenditures per Weighted Annual Average FTE

