ACKNOWLEDGEMENTS

This document was developed by Mary Campbell (Associate Department Head) and Jane Sell (Department Head). Materials for the undergraduate program were developed by Sarah Gatson (undergraduate program advisor), Judith Linneman, Kathryn Dietrich, Rob Mackin, and Kate Willyard (undergraduate academic advisor). The graduate program materials were designed with contributions by Wendy Moore (graduate program advisor). Christi Ramirez and Bethany Edwards supplied help with abstracting information and keeping up with many details associated with the program review. Mary Pendleton helped supply budget information. The entire faculty provided input for the document and was asked for comments on a draft.
EXECUTIVE SUMMARY

Texas A&M University offered its first sociology course in 1918. Beginning as a subject within the Department of Rural Social Science, Sociology has been housed in multiple departments since that time, becoming its own department in 1980. Today, the Department of Sociology at Texas A&M offers BA, BS, MS and PhD degrees, and recently celebrated the 40th anniversary of the first Sociology PhD awarded. The department is housed in the iconic Academic Building, perhaps the most photographed building on campus.

There are 26 tenured and tenure-track faculty in Sociology, including 13 Professors, 9 Associate Professors and 4 Assistant Professors, as well as 4 instructional faculty. The Sociology department currently enrolls about 100 graduate students and over 450 undergraduate majors. The faculty employ a diverse range of methodologies and focus on six core areas of emphasis: crime, law and deviance; culture; demography; political and economic sociology; race, class and gender; and social psychology. The department is also closely tied with multiple research entities, including the Race & Ethnic Studies Institute (RESI), the Texas Census Data Research Center (TXCRDC), the Stuart J. Hysom Social Psychology Laboratory, and the Howard B. Kaplan Laboratory for Social Science Research.

This self-study of the department focuses on the past five years (2008-2013), as specified by the program review guidelines. A number of significant changes have occurred during this time, as outlined below.

STRATEGIC PLAN & PROGRAM GROWTH

Led by Vision 2020, the University’s guiding document for creating a world-class institution, and consistent with the College of Liberal Arts strategic plan for 2010-2015, the Sociology department developed a strategic plan in 2011 that focuses on the same imperatives that guide the College of Liberal Arts and the University. Building the Letters, Arts and Sciences core is a key part of this vision, and we are contributing to this by hiring excellent faculty and helping them develop in their research endeavors, by recruiting top students and training our graduate students as researchers and teachers, and by

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1 http://provost.tamu.edu/initiatives/academic-program-review-documents-from-91411/APRGuidelinesrevised12142012.pdf
teaching our undergraduates to utilize sociological concepts and methods.

One of the most important changes during the time period encompassed in this program review is the significant growth of our programs. From 2008-2013 our number of undergraduate majors grew to over 450, an increase of 36 percent over this time period; our graduate program grew from about seventy-five students to around 100. In the same time period, the total number of faculty (both tenure-line faculty and instructional faculty) has decreased from 34 in 2008 to 30 today.

GRADUATE PROGRAM
The mission of the graduate program is to train students to be active researchers and engaging teachers, so that they will flourish in academic settings as well as research and policy settings. To this end, we have developed a curriculum that requires all students to take two theory courses (classical and contemporary) as well as three methods courses (Measurement of Sociological Parameters, the Seminar in Sociological Research and either Qualitative Methodology or Comparative Historical Methods). Additionally, every graduate student must take two proseminars: Introduction to the Profession and the Teaching Seminar.

If students do not already have a master’s degree, we require a master’s paper, a paper that is deemed by the student’s committee to be publishable. This paper is to be completed by the end of the student’s second year in the program. Toward this end, we have designed and required a new course that students take while they are developing their project which addresses issues involved in developing and testing theoretical ideas.

We also require our students to develop expertise in two substantive areas, and it is in these areas that they take preliminary exams. We stress the mentorship relationship, and emphasize the importance of publications. As can be seen in Appendices H and J, most of our doctoral students leave with at least one publication and experience in conference presentation, key stepping stones to professional success.

UNDERGRADUATE PROGRAM
Our undergraduate program is designed to be rigorous with two required theory courses and two required methods and research design courses. The university now requires all undergraduates to have two writing intensive courses in their major and we have developed a number of these courses. Our second research methods course is designated as a writing intensive course and we believe that writing a research paper that incorporates the development and empirical testing of ideas is particularly important. We have a vibrant internship program, first developed about ten years ago and now flourishing. There are around 100 intern positions in a given year and all of these require a research component in addition to the 100 hours of experience. We have
recently developed two different undergraduate “professionalization” courses that introduce our students to possibilities for employment, graduate school and expanded education. We have also developed and nurtured both teaching and research fellowships for high performing sociology majors.

In the last five years, with help from the college, we have also developed and expanded our advising functions. We now have two full-time advisors (a change from part-time advisors and faculty advisors in effect during our last program review).
CHARGE TO THE PEER REVIEW TEAM

To place the rest of this document in context, we enclose a copy of the charge sent to the peer review team.

DEPARTMENT OF SOCIOLOGY

The Academic Program Review (APR) process at Texas A&M University provides the occasion for academic units to plan strategically, assess the quality and efficacy of their programs, and determine the best courses of action for ongoing improvement. APR is at the heart of our institutional commitment to excellence, and we thank you sincerely for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

PEER REVIEW TEAM CHARGE

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

• Based on the data & information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?

• How well do the department’s strategic goals align with those of its college and with those of Texas A&M University?

• How would you compare this department with its peers?

• What improvements (including student learning and faculty development) has the department made since the previous program review?

• With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, please contact Dr. Pamela R. Matthews, Vice Provost, at p-matthews@tamu.edu or Ms. Patti Urbina, APR Program Coordinator, at p-urbina@tamu.edu. Thank you.

OVERVIEW OF THE DEPARTMENT

The Texas A&M Sociology Department seeks to offer extraordinary research support that also feeds into and supports opportunities in undergraduate and graduate education. Our highly innovative pedagogy allows us to teach interesting courses in unusual ways while still preparing people for top graduate
schools and good jobs after leaving Texas A&M. Our department combines the personalized attention and commitment to undergraduate education of a small teaching college, with the prestigious scholars and cutting edge intellectual material generally found in nationally known Research I institutions. The result is a best of both worlds that offers tremendous opportunities for our students.

At the graduate level, research is emphasized from the very first year of the program. Students are encouraged to participate in research at one of our various research centers. These include: Texas Census Research Data Center (TXCRDC), Race and Ethnic Studies Institute, Kaplan Social Deviance Lab, and the Stuart J. Hysom Social Psychology Laboratory. Texas A&M University boasts one of the most diverse Sociology PhD programs in the United States. Faculty share a strong commitment to concrete diversity in terms of personal characteristics (e.g. race, class, and gender) and academic interests.

The faculty in the department have expertise in a wide range of substantive areas including but not limited to our primary areas of:
- Crime, Law and Deviance
- Culture
- Demography
- Political and Economic Sociology
- Race, Class and Gender
- Social Psychology

The faculty in the department are accomplished researchers and scholars and regularly publish books, monographs and articles with top academic presses and in leading scientific journals. The faculty include nationally recognized scholars who have served as American Sociological Association officers, editors of leading sociology journals, and directors of several university centers and institutes as well as past presidents of national and regional professional associations and recipients of prestigious awards in the discipline.

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BRIEF HISTORY OF THE DEPARTMENT

Texas A&M University was established through the Morrill Act as a land grant school in 1876. In keeping with the land grant ethic perhaps, sociological studies were first developed within the College of Agriculture. The first sociology course was offered in the 1918-1919 academic year. In 1920, the Department of Rural Social Science was created, incorporating both sociology and agricultural economics. The Sociology and Anthropology department was created in 1969 and left the College of Agriculture to become part of the College of Liberal Arts. During this time, the Department of Rural Sociology also existed. (The Department of Rural Sociology persevered until the 2000’s and then was absorbed into the department of Recreation, Parks and Tourism Science.) The first MS was awarded in 1925 and the first PhD in 1972.

Our last program review was in 2005. At that time there were 70 graduate students, 314 undergraduates and 32 tenured and tenure track faculty.

At present, we have grown to 100 graduate students and over 450 undergraduates. However, the number of tenured and tenure track faculty has decreased to 26 and we have 4 instructional faculty (a relatively new academic professional track within the university that allows for advancement within the track, but does not include tenure).

MISSION AND GOALS

MISSION

The faculty and staff of the Sociology Department at Texas A&M University (TAMU) are dedicated to achieving excellence in the areas of research, teaching and service. The faculty undertake rigorous research addressing important issues in social science and social policy. As part of their mission they extend the frontiers of knowledge by: developing new concepts and theories and refining existing ones; by developing and refining methodologies for studying the social world; by
designing and executing studies that better describe the social world and explore and test our ideas about it; and by sharing and disseminating these achievements via the publication of books with prominent presses and articles in leading scientific journals.

The faculty in the department embrace the charge, given to them by the Higher Education Coordinating Board of the State of Texas, to produce future generations of scholars and researchers. To accomplish these goals, the faculty strive for excellence in graduate instruction. They also work closely with graduate students, supervising them and mentoring them to help them become accomplished researchers and instructors.

GOALS

Texas A&M’s University Goals have most recently been developed with the Vision 2020 document. Vision 2020 was an important recognition that specific steps were necessary to place Texas A&M in “global preeminence.” Texas A&M is one of the few sea, space and land grant institutions and this document provides an important guideline for our university, college and department in our ongoing efforts to advance those goals. It contains 12 imperatives which includes the strengthening of graduate programs, enhancing the undergraduate experience, and diversifying and globalizing the A&M community. Imperative 4 of Vision 20/20 specifically addresses the need to “Build the Letters, Arts and Sciences Core.” In accordance with the College of Liberal Arts strategic plan, we are especially committed to attaining national prominence, extending the international reach of faculty and students and enhancing diversity.

The college has identified specific research strengths in our college: Diversity and Society; Governance, Social Institutions, Behavior; Transnationalism, Globalization; and International Systems. The research in our department fits well in the areas identified. In particular, we have targeted Race and Ethnicity as our central area (see our strategic plan in Appendix A). Almost every faculty member addresses issues related to
diversity including issues of inequality and class. The department also recommitted (by discussion and vote) to nourishing our other research and teaching areas as well: crime, law and deviance; culture; demography; political and economic sociology; and social psychology. We seek to establish national prominence by adhering to high standards for our faculty, graduate students and undergraduate students.

To ensure high standards, we have codified our guidelines not just for promotion and tenure but also for our annual review process. This review process occurs every year: each faculty member fills out an annual review form that is then evaluated by our elected departmental executive committee. Each faculty member then receives a letter of review from the committee.

The department is also committed to open, transparent decision processes. Our bylaws (see Appendix B) specify the organization and decision-making processes of the department. The faculty ordinarily meet as a whole every month, although faculty meetings may be called at any time.

Our department was ranked as 46 in the newest US News Rankings. This puts us about 30th for public universities. This is a slight improvement over our ranking in our last self study (where we were ranked 54th in 2001). We are tied with Boston College, Michigan State, University of Colorado, University of Georgia and Washington State. The ranking is based on reputation only and there is traditionally quite a bit of volatility around the middle ranks. Still, we have the goal of improving this ranking over the long term by increasing the visibility of our faculty, their research, and our graduate program.

ADMINISTRATIVE STRUCTURE

Texas A&M University is part of the Texas A&M System, which is one of the largest systems in the United States. It includes 11 universities and 7 state agencies. The Chancellor oversees the management of the system, while the President has the responsibility for Texas A&M University. There is a nine member Board of Regents. Members of this board are appointed by the Governor of the State of Texas and then confirmed by the Texas Senate for six-year terms. (There is also one non-voting student member.) The Provost is the primary academic officer, responsible for teaching, research and service activities of the university.

Sociology is located in the College of Liberal Arts, along with 11 other departments and 5 interdisciplinary programs.

The sociology department has a lean administrative structure. We have a
department head, Jane Sell, an associate department head, Mary Campbell, an undergraduate program advisor, Sarah Gatson, and a graduate program advisor, Wendy Moore. The department head position is acquired through application to the department and to the dean of the college. The department votes on whether candidates are acceptable and the dean is charged with making the final decision. The department head initially appoints the other faculty administrative officers, but the tenure track faculty also vote on the appointments.

Our office staff consists of our Assistant to the Department Head, Christi Ramirez, Business Coordinator, Mary Pendleton, and Office Associate, Bethany Edwards. Christi Ramirez is charged with supporting the department head and maintaining files and materials related to faculty. This includes confidential matters such as tenure and promotion, hiring, etc. Mary Pendleton is in charge of all financial issues including payroll and departmental accounts. Bethany Edwards handles office matters including graduate student issues which include recruitment, admissions, nominations, etc.

The college supports two advisors for our undergraduates, Kate Willyard and Jennifer Runnels. They advise students and help develop and maintain policies relevant to our undergraduate program. Additionally, the college supports Virgil Martinez, an IT specialist assigned to the sociology department.

We routinely hire between 4 and 6 student workers to help with the office. Because we have relatively few staff, these student workers are critical for our day-to-day activities. At least one of these student workers helps maintain our computer labs and assists in software and hardware issues. Other student workers answer phones, help with developing reports and spreadsheets, run errands, copy, and do many other assorted tasks.

In the last two years, we have also received some part-time help, sharing the time of a business associate with the Texas Census Research Data Center.

Our staff has consistently maintained high standards, working overtime when some deadline necessitated it. Every academic understands how important the staff are for the day to day efficiency and comfort of the department. Our staff have definitely helped our department and provided a welcoming climate. Unfortunately, in many cases, their salaries are low, so low that in two cases, wages are only slightly above living wage estimates for Bryan-College Station. Recently we have been able to seek small raises for staff, as well as one-time bonuses.

**STRUCTURE OF DEPARTMENTAL DECISION MAKING**

The department head is the executive officer of the department. She or he is responsible for administrative duties that include presiding over departmental meetings, hiring and supervising the staff, coordinating and overseeing
annual reviews for faculty and staff, and overseeing curriculum developments at both the graduate and undergraduate level. She or he is also responsible for the departmental budget and allocation.

The associate department head duties can vary a great deal depending on the department head and the needs of the department. The associate department head serves as the acting head when the department head is unavailable, and usually helps with scheduling issues, committee assignments, and policy issues.

The Graduate Advisor (or director) is the chief officer for our graduate program. He or she directs and coordinates the Graduate Recruitment and Retention Committee, the committee charged with deciding which graduate applicants will be admitted and nominated for fellowships and awards. This same committee is charged with the annual evaluations for all graduate students. The Graduate Director also serves as a member of the Graduate Program Committee, the committee charged with policy regarding graduate students. The director plans and hosts our annual open house for graduate student applicants and recruiting trips. He or she usually teaches the professional development proseminar that is required for all graduate students. The Graduate Advisor is also the departmental representative to the College Graduate Instruction Committee.

The Undergraduate Advisor (or director) is responsible for policy issues related to undergraduate advising and for undergraduate curriculum. He or she also coordinates our undergraduate research and teaching fellowships and chairs the Undergraduate Program Committee. The Undergraduate Advisor is the departmental representative to the college Undergraduate Instruction Committee.

OTHER DEPARTMENTAL COMMITTEES

The department has a set of standing committees and ad hoc committees to address issues that arise. At the beginning of every academic year, faculty are asked for their preferences and then the department head and associate department head draw up committee assignments. Graduate students hold elections for their representatives and undergraduate representatives are chosen based on faculty recommendation. (For a listing of the committees for Academic year 2013-2014, see Appendix E).

Additionally each of our six substantive sections is asked to select a coordinator who is responsible for coordinating meetings and helping with course scheduling within the section.

TENURE AND PROMOTION COMMITTEE

The Tenure and Promotion Committee reviews applications for tenure and promotion from Assistant to Associate Professor and consists of all tenured faculty at the associate or full professor rank (with the exception of the department head). For candidates for
promotion to full professor, the committee consists of all full professors (with the exception of the department head.) A chair of the committee is appointed by the department head, and this person coordinates meetings and subcommittees for service, teaching and research.

The department head does not serve on the tenure and promotion committee as he or she submits a separate evaluation of each case. Consequently, there is a report and then a vote of the tenure and promotion committee (or the promotion committee for candidates for full professor) and a report and vote of the department head submitted for each candidate. In our department the department head has attended the tenure and promotion meetings, although he or she does not take part in the discussion except when asked to clarify issues.

This year, for the first time, we will be creating promotion committees for our instructional faculty. All tenured or tenure track faculty will serve on this committee as well as instructional faculty above the rank of the candidate under consideration for promotion.

DEPARTMENT RESOURCES: FACILITIES AND FINANCES

DEPARTMENTAL BUDGET

The budgeting processes of the department have changed over the last several years as a result of changed College level policies. For example, in the past, departments kept salary savings when a faculty member left the department, and so often funded graduate students and other activities from those savings. There is now a centralization policy, such that salary savings are transferred to the college and then the department requests money for positions and other needs.

Our annual base budget allocation for FY 2014 was $3,320,700: $2,810,459 for faculty lines, $103,254 for staff lines, $287,979 for graduate assistants. We received $117,500 for operating expenses. (These include faculty research funds, copying, telephone, student worker support, speaker support, business meals, etc.) In the past year, we received additional money for graduate student allocations from the college ($50,000), and three special vision 2020 graduate student awards for our graduate students. (This award is a highly competitive award made available through the college. It provides two years of initial funding and then two additional years providing good progress is made.)

Additionally we received Instructional Enhancement Fees (IEF), money derived from course fees. IEF money can only be spent on activities or items that directly benefit the courses from which the fees are charged. In our
department, this has been an important source of funding for graduate students who assist faculty in grading, developing materials or mentoring students. In past years, this source has provided the department with about $70,000. This money also is used to fund the undergraduate and graduate student laboratories. In the coming years, the policy regarding these fees will change, and it is not yet clear how that might affect the department.

Faculty development funds are derived from our operating expenses. In recent years, we have allocated around $1000 per year to every tenure track faculty member for any research-related activity. We have not restricted this to travel, since different faculty have different research needs. Faculty on the instructional track received $500 a year for their teaching, research or service activities. Amounts are variable and subject to changes depending on the budget challenges faced by the department.

SPACE
The sociology department is located in the center of campus in the Academic Building. The Academic Building is celebrating its 100th year this year and is a landmark for the campus. The department occupies about 2/3 of the third floor and about 2/3 of the fourth floor. Interspersed on the third floor are spaces for faculty in Hispanic Studies and International Studies. The fourth floor space not occupied by the sociology department temporarily houses the English Language Institute and some Psychology offices.

Additionally, we have seven offices in another building, Reed McDonald, which houses several graduate students who have primary responsibility for teaching their own courses. Other graduate students are housed in two larger "bullpen" offices, and if space allows, other offices on the third and fourth floors of the Academic building.

Space is an important resource and it is clear that we require more space for our graduate students and for our research projects. It would be especially valuable to have our entire department in the same building.

COMPUTER RESOURCES
Every faculty and staff member has a personal desktop and printer installed in his or her office. Additionally, faculty members have the option of purchasing supplementary equipment, such as laptops, tablets, scanners, and other hardware. Flexibility exists in the choice of these computing resources. Faculty can choose to use Macintosh or PC based systems.

There is a university wide program for allocating faculty workstations every 4 years. Every microcomputer is connected to the Texas A&M University campus wide network that provides access to the resources described here: http://it.tamu.edu/IT_for_Faculty_Staff.php.

The Department of Sociology has a Graduate Student Lab with 18
computers and two printers. These computers are available for student use and have a myriad of software including Windows 7, Windows 8, Microsoft Office 2013 suite, SAS, SPSS, STATA, StatTransfer, and Atlas ti.

In the last year, the department also developed an instructional laboratory designed for undergraduate methods and design classes. Laptops are available and the department is developing a system for statistical help during early evening hours.

Additionally, the department just received money from university and college level competitive grants to outfit a conference room (shared with Hispanic Studies) with new networking capabilities that enable outreach efforts and potentially will increase off-site enrollment for some of our graduate classes.

To support and maintain the above hardware, the College of Liberal Arts has an IT center that provides the necessary maintenance. The college provides one full-time Microcomputer/LAN Administrator to the department. (Virgil Martinez holds this position at the present time.) Other resources from the center include: Instructional and web design services, network services such as shared drives, technical support/training for software and hardware. Please go to the following site for more information: http://liberalarts.tamu.edu/html/it-services.html.

One long-term source of concern is that the available IT support does not include specialized knowledge related to statistical software and hardware important for much social science research. There was a recent IT review and the college has begun to implement some changes, and indeed, has consulted with the department. But concerns with creation and maintenance of secure servers and problems with access to social science specialized software remain. The department continues to seek new sources of support for statistical consulting, a resource that could benefit many social science departments, but these efforts have not been successful so far.

RESEARCH ENTITIES

There are multiple research entities and laboratories that are closely tied with researchers in the Sociology department and provide support. One significant example is the Race and Ethnic Studies Institute, or RESI. Housed in the College of Liberal Arts and currently directed by Verna Keith, RESI was established to highlight Texas A&M University’s strengths and academic leadership in research relating to the study of race and ethnicity and their various dimensions (e.g. intersections with class, gender, and sexuality; past, present and future relevance to the issues of education, immigration, politics, culture and health). As a research entity, RESI seeks to conduct and promote research using diverse methodological approaches and theoretical perspectives, and strives to
support an interdisciplinary community of social science and humanities scholars through workshops, working groups, and other events wherein faculty and graduate students might present works-in-progress. In so doing, they also seek to foster supportive mentoring relationships between graduate students and faculty who share an interest in these areas.

Interacting with both the national and international academic communities, RESI is committed to understanding the salience of race and ethnicity as organizing principles in human societies. For example, RESI has recently launched an initiative to pilot test a new survey focused on the present and future of racial and ethnic disparities in the diverse and rapidly changing state of Texas. This pilot survey, scheduled to be tested this academic year, will lay the groundwork for a new, regularly collected data source focused on issues of racial and ethnic measurement, identification, health, education and immigration. The large number of research opportunities occurring in RESI right now and the exciting development of a new state survey is a significant improvement over the time of our last review in 2005, when RESI’s future in the college was unclear. It has reemerged as a productive site of interdisciplinary and interconnected scholarship.

The Stuart J. Hysom Social Psychology Laboratory is housed in the Academic building. The laboratory has several rooms designed to be easily configured in a variety of ways, and includes technology resources designed for use in experimental work, including software that was designed by scholars in the lab for use across the country. The laboratory has been supported with funds from Texas A&M University (the Sociology department, the College of Liberal Arts, and the Office of University Research) and the National Science Foundation.

Many Sociology scholars, as well as others around the University, are also affiliated with the Texas Census Research Data Center (TXCRDC) [http://txcrdc.tamu.edu/html/home.html](http://txcrdc.tamu.edu/html/home.html) housed in the Donald L. Houston Center on campus. The TXCRDC emerged from an initiative led by faculty in Sociology and is directed by Mark Fossett from Sociology. The TXCRDC is one of 15 Census Research Data Centers located at leading research universities and
institutions around the country. CRDCs enhance the research environment by providing qualified researchers the opportunity to use restricted-access versions of many important datasets in the federal statistical system (including data collected by the U.S. Bureau of the Census, economic censuses and surveys, data from the National Center for Health Statistics, and others). The nature of these data, combined with the potential to merge multiple data sets to make new data sets, allows researchers to conduct analyses that would not be possible with public-use data. The TXCRDC opened in September 2012 and has been very active since that time. It holds regular events and workshops highlighting the use and value of restricted data and educating researchers on the practical steps needed to access restricted data. The TXCRDC provides proposal development workshops, seed grants for proposal preparation, and other assistance including employing multiple predoctoral students who can directly assist researchers at Texas A&M University and other TXCRDC Consortium member institutions develop and undertake projects using restricted data. Currently the TXCRDC has active research projects and proposal development efforts from researchers drawn from many different disciplines (e.g., business, demography, economics, management, policy studies, political science, public health, sociology, urban planning, etc.) and from institutions throughout the TXCRDC consortium – specifically, Texas A&M University and the Texas A&M University System, Baylor University, Rice University and the University of Texas at Austin. The TXCRDC thus serves as a hub for interdisciplinary and intercollegiate research in the region and is engaged in active discussion with additional institutions that will lead to further growth of consortium membership in the near future.

Fourth, the Howard B. Kaplan Laboratory for Social Science Research has a long history at Texas A&M, and has recently received an Enhanced Research Capacity Grant from the Texas A&M Division of Research and the College of Liberal Arts to continue the work that Howard Kaplan started in the 1970s, when he began collecting data for a longitudinal study of deviance, substance abuse and stress. Today, this study provides one of the few data sources that spans two generations, including data beginning with 7th graders in the Houston Independent School District in the 1970s and following them through their mid-life, as well as following their children through their transition into young adulthood. Much of this work has been supported by grants from the National Institutes of Health, and the data were used by Howard Kaplan and his colleagues to explore a wide range of questions around deviance, criminology and substance abuse. Over 200 academic books, papers and book chapters have resulted from this project. Today, the laboratory is continuing his work, preserving and analyzing the data that has been collected and preparing to
both continue the data collection and to make some portions of the data available for public use. The university grant provides support for the 13-14 and 14-15 academic years for a postdoctoral fellow, a graduate student and several undergraduates. Additionally, the Howard B. Kaplan Assistantship is awarded to a graduate student who is writing his or her dissertation. Funding for this assistantship is made available through funds established by the friends and family of Howard Kaplan. See http://sociology.tamu.edu/html/lab-social-deviance.html for more details.

Finally, Sociology faculty have also been involved with the Melbern G. Glasscock Center for Humanities Research, which provides funding for research as well as residential and research fellowships, cultural enrichment and campus diversity grants, funding for working groups, publication support, course development grants, and seminar programs. The Glasscock Center has regular programs and activities, including conferences, colloquia, seminar series, roundtable discussions and working groups. This Center is housed in the College of Liberal Arts and supports independent and cross-disciplinary work throughout the college.

IMPROVEMENTS SINCE THE LAST REVIEW

Our department’s last review occurred in the 2004-2005 academic year. Since that time, as we will discuss in more detail below, there have been some significant changes in the department. A few of the most important changes are: 1) Increased support for graduate student research; 2) Increased research opportunities and professional training for our undergraduate students as well as our graduate students; 3) Increased diversity of demographic composition at the faculty, graduate student and undergraduate student levels; and 4) Increased recognition of our faculty through research, teaching and service awards.

In our last program review, one of the key issues raised was the availability of funding for graduate students. Some aspects of funding for research have improved, but, unfortunately, we have made little progress on the funding packages that we can offer students with the departmentally controlled money. When Mark Fossett became department head in 2005, he successfully negotiated for an increase in the graduate student budget and then increased graduate stipends. However, when the budget crisis of 2010-2011 occurred, we lost the money that had been gained and in FY 2012, $50,000 was cut from the graduate student allotment. (After implementing deep cuts in other areas – including eliminating multiple vacant faculty lines and summer salary commitments – this was the only place remaining where we could retrieve the required amount of base funds without resorting to
eliminating positions associated with long-term non-tenure track faculty and staff.) This is one of the biggest problems our department faces. Because our funding is relatively small, we can only support around 20 departmental assistantships a year. We have expanded this number in different ways. First, the college has supported some of our students through the newly established Vision 2020 graduate awards. These provide funding for 2 years initially and then 2 more years given good progress. Additionally, we have been able to attract many extraordinary candidates through the University competition for Diversity Fellowships. These fellowships offer 3 years of funding and the department supplements this with funds that are roughly the equivalent of half an assistantship. Because we are so successful in acquiring these, our graduate student budget is significantly enhanced, and in these cases, we are able to make relatively attractive offers. Additionally, since our last review, the university has increased several kinds of support for graduate students. So, for example, students on assistantship support are granted tuition support for 5 years (coming in with a BS), and we are allocated some fee money support for students. These are important improvements, but we are still in the position of not being able to offer more than 2 years of support for students coming in to the program on a departmental assistantship. After those two years, students compete for funding based on criteria described in detail below.

What has improved is the availability of funding for graduate student research. We receive graduate enhancement funds through our college and through the university. (This amounts to about $25,000 a year.) These funds have been critical for supporting our students’ presentations at meetings and research endeavors. Additionally, our students have been successful in finding money outside the department to support research. Examples (which are also listed in Appendix K) include funding from the National Science Foundation, the Ford Foundation, the Texas A&M University level Dissertation Fellowships, College Level Dissertation Awards, and the Philanthropic Educational Organization’s Scholar Award. We have encouraged our students to seek such funding through mentorship, and through a series of newly developed workshops and courses.

A second improvement, related to the first improvement, is increased research opportunities for both graduate and undergraduate students. Of course, increased opportunities are directly related to success in acquiring external research funding for our faculty. Many of the opportunities have been achieved through such funding. Additionally, RESI has supported several of our students and been actively involved in their research training. Beginning this next year, for example, RESI will start a Texas survey that will provide important work experiences for
our students. The Texas Census Data Research Center is another important source of research opportunities and training for our students. Money made available through the Center and proposal development and implementation supports four of our graduate students at present (and students from other departments are supported as well). Undergraduates have also benefited from these activities. Undergraduates are frequently hired to work in the Stuart Hysom Experimental Laboratory, and the Howard Kaplan Deviance Laboratory. We also have further developed research fellowships for undergraduates that pairs the student with a faculty mentor working on research. This program has been very successful, resulting in publications for some undergraduates, and experiences that have helped them in graduate school applications. We fund these fellowships from our operating expenses, and faculty have also contributed to this support.

One of the most important goals in our last program review was the promotion of diversity in the undergraduate and graduate program as well as the faculty. As we demonstrate in the data below, we have strived to encourage and mentor students from diverse backgrounds. We also have one of the most racially/ethnically diverse faculty in the US. We do not want to be too self-congratulatory about this, because we know that we have to be vigilant to maintain and improve diversity. However, our success is clearly a function of long-term efforts. In particular, we want to note that our former graduate students of color often send their students to our department, knowing that they will be mentored. In turn, a diverse graduate student body attracts a diverse faculty.

Finally, our faculty have received accolades and recognition of their research, teaching and service. Our senior professors have been recognized in a wide range of venues. In the last few years alone, four of our full professors have been recognized with various career awards, including the highest career award given in our discipline, the W. E. B. DuBois Award presented to Joe Feagin.
INTRODUCTION
The faculty of the Department of Sociology are engaged in high profile, award-winning research using a wide range of methodologies, theoretical perspectives and sources of data. The six fields of study emphasized in the department (culture, political and economic sociology, demography, crime, law and deviance, race, class and gender, and social psychology) are all strongly represented in the research activity of the faculty, the graduate courses and training offered, and the undergraduate courses offered.

In the section that follows, we discuss the demographics of the faculty, the awards and recognition that faculty have received in recent years, the grants that faculty have received in recent years, and the high-impact scholarship that Sociology faculty have produced. Throughout, we discuss the changes that have occurred since our last self-study. We also include a discussion of the types of programs available that support faculty productivity and success.

DEMOGRAPHICS AND DIVERSITY
The faculty of the Department of Sociology currently consists of 26 tenured or tenure-track faculty and 4 instructional track faculty. Of the 26 faculty members in tenure-line positions, 13 are Professors, 9 are Associate Professors and 4 are Assistant Professors.

The Sociology Department is considerably more racially diverse than the average Research I Sociology Program.

### Table 2.1 Demographics of Tenure Track and Tenured Faculty, Fall 2013

<table>
<thead>
<tr>
<th>Gender</th>
<th>TAMU Sociology</th>
<th>Research I Sociology Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>58%</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>54%</td>
</tr>
<tr>
<td>Black/Multiracial Black</td>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>Latino/a</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>15%</td>
</tr>
</tbody>
</table>

Sources: [http://www.asanet.org/research/0107fac_race.pdf](http://www.asanet.org/research/0107fac_race.pdf) and [http://www.asanet.org/footnotes/dec08/ladder.html](http://www.asanet.org/footnotes/dec08/ladder.html)

Research I Sociology Program racial data comes from 2006-2007, and includes only full-time faculty.
department. Demographic information for the tenured and tenure track faculty can be found in Table 2.1, which shows that 42% of the tenure-line faculty are female, almost identical to Research I Sociology departments nationally, and Black, Latino/a and Asian faculty are all represented in greater numbers than in the average Research I Sociology department. The average Research I department is almost 70 percent White, while the Sociology Department at A&M is 54 percent White.

Breaking down the demographics of the faculty by rank, as we do in Table 2.2, shows that female faculty are underrepresented at the rank of professor, but make up the 50 percent or greater of all of the remaining ranks. Faculty of color are well represented at all ranks of the tenure-line faculty, but are the majority of both the Assistant Professor and Associate Professor ranks. At the time of our last department review in 2005, recent hiring had increased our faculty diversity significantly so that 31 percent of the tenure-line faculty were persons of color and 31 percent were women. Today, persons of color make up 46 percent of the tenure-line faculty, and women account for 42 percent of tenure-line faculty, demonstrating the department’s ongoing commitment to increasing the diversity of our faculty.

All of the tenure-line faculty are members of the graduate faculty and are eligible to serve as chairs or co-chairs of graduate committees, as are two of the Instructional Professors. Since 2008, the department has successfully promoted 5 faculty from Assistant to Associate Professor and 2 faculty from Associate Professor to Professor. In the coming year we have two faculty members who will be undergoing their third-year review (Heili Pals and Kazuko Suzuki) and other faculty members who will be submitting their portfolio for promotion from Assistant to Associate Instructional Professor.

The typical teaching load for our tenure-track and tenured faculty is four courses each academic year. Seven of our faculty are serving in part-time departmental and institutional administrative positions and have reduced teaching loads. In addition to the Head of the Department, Jane Sell, these include the Associate Head of the Department (Mary Campbell), the Graduate Program Advisor (Wendy Leo Moore), the Advisor for Graduate

<table>
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<tr>
<th>Table 2.2 Faculty by Rank, Fall 2013</th>
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<tbody>
<tr>
<td><strong>Tenure-Track</strong></td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Number  13</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Non Tenure-Track</strong></td>
</tr>
<tr>
<td>Instructional Assistant Professor</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
Recruitment (Joe Feagin), the Undergraduate Program Advisor (Sarah Gatson), the Director of the Texas Census Data Research Center (Mark Fossett), and the Director of the Race and Ethnic Studies Institute (Verna Keith). The typical teaching load for our instructional-track faculty is six courses (or equivalent duties) each academic year.

Assistant Professors, after having passed a mid-tenure review typically receive a two course release. Under current College of Liberal Arts policy, after serving a full term (usually considered 4 years), the department head receives a two semester course release. Faculty members can, of course, buy out from a course with external grant money; the current buyout rate is 1/6th of the faculty member’s 9 month salary.

After serving for 5 years in a tenure or tenure-track position (and at least 2 years at Texas A&M), a faculty member is eligible for a faculty development leave (university level) or professional development leave (college level). The leave programs are competitive programs and if granted, award the recipient a semester leave at full pay or a year leave at half pay. A faculty member becomes eligible for a leave every five years.

Our faculty are well connected with other programs, departments and units on campus. As mentioned above, our faculty have productive relationships with the Racial and Ethnic Studies Institute in the College of Liberal Arts and the Texas Census Research Data Center located at Texas A&M. Several of our faculty also have courtesy appointments in other departments on campus (two are affiliated with Africana Studies, three with the Women’s and Gender Studies Program, and one with the American Studies Program, the DeBakey Institute for Comparative Cardiovascular Science, the Department of Recreation, Tourism and Park Sciences, and the Department of Nutrition and Food Science). In addition, several of our faculty have had productive relationships with the Melbern G. Glasscock Center for Humanities Research.
In the last five years, the faculty size has decreased. In 2007 our faculty size (tenure track and non-tenure track) was 39; in 2008 it was 34; in 2009 and 2010 it was 32; in 2011 it was 31; in 2012 it was 29; and finally in 2013 it is 30 (26 tenured or tenure-track). We are presently hiring in two positions this year (one in the Political and Economic subject area, and one joint position with Women's & Gender Studies). As we show in Table 2.3, we have hired 8 faculty during the 2008-2013 period, but 12 faculty have left during that time. While we were pleased with our ability to hire a large group of Assistant, Associate and Full Professors in the last few years, we have not yet returned to our full faculty size, while at the same time both our undergraduate and graduate programs have grown which has meant significant increases in teaching and service burdens on faculty. During this time, the university has also added requirements regarding writing intensive courses, which demands small classes. As a consequence, we have been teaching larger classes at the early undergraduate (200 and 300) level, and have added more sections of small, writing intensive classes. Our usual course loads of 2/2 have remained the same, but the size of the classes has changed.
At the time of our last department review, we also set a goal to increase salaries in the department, which at the time were 88% of the faculty salaries at peer institutions. As we see in the table of current faculty salary calculations (Table 2.4, compiled by the Data and Research Services Office), we remain at roughly the same level (Assistant Professors’ average salary is 83%, Associate Professors’ average salary is 87%, and Full Professors’ average salary is 84% of the average Sociology salary at peer institutions). These numbers have remained fairly consistent over time; between 2007 and 2012, the average salary of Sociology faculty has ranged between 85% and 89.6% of average peer salaries (weighted to reflect the rank composition of Sociology faculty at TAMU). As we noted in our last review, the department’s relatively low salaries are an issue for the recruitment and retention of faculty.

AWARDS AND RECOGNITION
The Sociology faculty have held some of the most prestigious positions and awards in the field of Sociology. Several of our faculty have been awarded recognition for their career accomplishments during the 2008-2013 period, as you can see in Table 2.5. To give several prominent examples, Joe Feagin is a former President of the American Sociological Association, and was also the 2013 recipient of the American Sociological Association’s W. E. DuBois Career of Distinguished Scholarship Award, given to one sociologist each year in recognition of a career of outstanding scholarship, as well as the 2013 Arthur Fletcher Lifetime Achievement Award granted by the American Association for Affirmative Action. Dudley Poston was named Social Scientist of the Year for the Southwestern Social Science Association in 2011, the highest award granted by the Association. Mark Fossett was
President of the Southwest Sociological Association in 2011-2012. James Burk won the 2009 Morris Janowitz Career Achievement Award given by the Inter-University Seminar on Armed Forces and Society to recognize excellence in the study of the armed forces and society. John Eason won the Rural Sociological Society’s Early Career Research Award. Each of these awards or elected offices were based on the faculty member’s significant contributions to the field as a whole.

Our faculty have also had significant impacts on public policy debates. For example, Holly Foster coordinated a conference entitled: “Parental Incarceration in the United States: Bringing Together Research and Policy to Reduce Collateral Costs to Children” (with John Hagan) which was jointly sponsored by the American Bar Foundation and the National Science Foundation and was held in the White House Executive Office Building on August 20, 2013. The conference brought together researchers, practitioners and policymakers to review the latest research findings and begin to develop recommendations for policymaking bodies. Approximately 80 attendees were present, including several Texas A&M students or postdocs (Tony Love, Carlton Mathis and C. J. Murphy) who chaired sessions and served as conference scribes. An audio-documentary of the research presented is being produced from this event and more details are available at the American Bar Foundation website (www.abfn.org).

In January of 2013, Stjepan Mestrovic spoke to a panel appointed by Secretary of Defense Panetta that was investigating military courts-martial for war crimes. He was the only social scientist on this panel. Our faculty have also been involved in discussions with Congressional staffers and federal funding agencies; for example, Mary Campbell recently participated in a set of meetings in Washington, D.C. along

<table>
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<tr>
<th>Table 2.5 Career Awards, 2008-2013</th>
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<tbody>
<tr>
<td>James Burk 2009 Morris Janowitz Career Achievement Award, Inter-University Seminar on Armed Forces and Society</td>
</tr>
<tr>
<td>John Eason 2012 Rural Sociological Society Early Career Research Award</td>
</tr>
<tr>
<td>Joe Feagin 2012 Soka Gakkai International-USA Social Justice Award</td>
</tr>
<tr>
<td>Joe Feagin 2013 W. E. B. Du Bois Career of Distinguished Scholarship Award, American Sociological Association</td>
</tr>
<tr>
<td>Joe Feagin 2013 Arthur Fletcher Lifetime Achievement Award, American Association for Affirmative Action</td>
</tr>
<tr>
<td>Joe Feagin 2013 ASA Section on Racial &amp; Ethnic Minorities’s Founder’s Award for Scholarship &amp; Service</td>
</tr>
<tr>
<td>Joe Feagin 2013 “Top Professor” (Lifetime Achievement) Award, Affordable-Colleges-Online.Org</td>
</tr>
<tr>
<td>Dudley Poston 2010 Distinguished Service Award in Honor of Norma Williams, Southwestern Sociological Association</td>
</tr>
<tr>
<td>Dudley Poston 2011 Social Scientist of the Year Award, Southwestern Social Science Association</td>
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</tbody>
</table>
with other members of the Population Association of America, advocating on behalf of population research.

Other examples of the influence of our faculty on public policy and decision making include the use of the faculty's research in judicial decisions. Pat Rubio Goldsmith’s research was cited in a Brief Amicus Curiae of the National Education Association submitted to the Supreme Court during consideration of the recent 2013 Fisher v. University of Texas case. Mary Campbell’s research (with Lincoln Quillian) was cited in a

<table>
<thead>
<tr>
<th>Table 2.6 Book and article awards, 2008-2013</th>
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<tbody>
<tr>
<td>Sam Cohn</td>
</tr>
<tr>
<td>John Eason</td>
</tr>
<tr>
<td>Pat Goldsmith</td>
</tr>
<tr>
<td>Reuben May</td>
</tr>
<tr>
<td>Wendy Moore</td>
</tr>
<tr>
<td>Hiroshi Ono</td>
</tr>
<tr>
<td>Hiroshi Ono</td>
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<tr>
<td>Heili Pals</td>
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<td>Heili Pals</td>
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<tr>
<td>Nancy Plankey-Videla</td>
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<tr>
<td>Nancy Plankey-Videla</td>
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<tr>
<td>Harland Prechel</td>
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<td>Harland Prechel</td>
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<tr>
<td>Harland Prechel</td>
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<tr>
<td>Art Sakamoto</td>
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</table>
2007 Supreme Court dissent focused on questions of school integration.²

The faculty’s recently published books and articles have also won major awards, demonstrating the significant impact of the faculty’s research. Table 2.6 shows the 15 book and article awards won by the faculty from 2008-2013. In addition, the faculty’s scholarship has been recognized by invitations to serve as visiting fellows or at Harvard, MIT, Stanford and Princeton’s Institute for Advanced Study. Most recently, Sam Cohn was awarded the title of Affiliated Professorial Researcher by the University of London School of Oriental and African Studies for 2014-2016.

Our faculty have also been repeatedly recognized for their excellent teaching. In the five years from 2008-2013, four of our faculty received major teaching awards: Mary Campbell (Collegiate Teaching Award, University of Iowa), Reuben May (Association of Former Students Distinguished Achievement Award), Harland Prechel (College Distinguished Achievement Award) and Dudley Poston (University Distinguished Achievement in Graduate Mentoring).

Our faculty are also very engaged in the profession, and many of the faculty have recently served as elected representatives in professional organizations, as shown in Table 2.7. This table does not include the many volunteer positions our faculty also take part in, many of which also have a significant impact on the profession, such as service on the ASA Postdoctoral Task Force and the ASA URBAN Planning Team. This service to the profession shows the broad impact of our faculty on the discipline through their participation in regional (e.g. the Southwestern Sociological Association), national (e.g. American Sociological Association, the Inter-University Seminar

<table>
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<tr>
<th>Table 2.7 Recent elected service to the profession, 2008-2013</th>
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<tbody>
<tr>
<td>James Burk</td>
</tr>
<tr>
<td>Mary Campbell</td>
</tr>
<tr>
<td>Sam Cohn</td>
</tr>
<tr>
<td>Mark Fossett</td>
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<tr>
<td>Sarah Gatson</td>
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<tr>
<td>Verna Keith</td>
</tr>
<tr>
<td>Verna Keith</td>
</tr>
<tr>
<td>Hiroshi Ono</td>
</tr>
<tr>
<td>Nancy Plankey-Videla</td>
</tr>
<tr>
<td>Dudley Poston</td>
</tr>
<tr>
<td>Jane Sell</td>
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<tr>
<td>Jane Sell</td>
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</tbody>
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² [http://www.law.cornell.edu/supct/pdf/05-908P.ZD1](http://www.law.cornell.edu/supct/pdf/05-908P.ZD1)
on Armed Forces and Society) and international (e.g. International Sociological Association) organizations.

Finally, our faculty are deeply engaged in the Texas A&M community, and have received multiple awards from groups on campus or from the College of Liberal Arts supporting their research in recent years. Examples can be found in Table 2.8, which lists the Texas A&M awards and fellowships granted to our faculty in the last five years. These awards also show the strong links between the Sociology faculty and the Glasscock Center for Humanities Research, as well as RESI.

<table>
<thead>
<tr>
<th>Table 2.8 Selected Texas A&amp;M Awards, 2008-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Burk</td>
</tr>
<tr>
<td>Mark Fossett</td>
</tr>
<tr>
<td>Holly Foster</td>
</tr>
<tr>
<td>Pat Goldsmith</td>
</tr>
<tr>
<td>Joseph Jewell</td>
</tr>
<tr>
<td>Rob Mackin</td>
</tr>
<tr>
<td>Wendy Moore</td>
</tr>
<tr>
<td>Hiroshi Ono</td>
</tr>
<tr>
<td>Nancy Plankey-Videla</td>
</tr>
<tr>
<td>Nancy Plankey-Videla</td>
</tr>
<tr>
<td>Harland Prechel</td>
</tr>
<tr>
<td>Harland Prechel</td>
</tr>
<tr>
<td>Jane Sell</td>
</tr>
</tbody>
</table>

GRANTS

In the 2008-2013 period, faculty in the Sociology department were extremely successful in securing external funding for their work. During this period, Sociology faculty secured more than $3 million as Principal Investigators and participated as co-PIs in grants totaling another $2 million.

Table 2.9 lists the funding awarded to Sociology faculty during the 2008-2013 period from federal agencies alone. (Although the funding for the Texas Census Research Data Center was a combination of $300,000 from federal funding and $1.8 million from TXCRDC Consortium members.) All of these sources of funding are extremely competitive, and have grown increasingly so in recent years. In addition to federal funding, Sociology faculty were awarded funds from private foundations and other government agencies such as the Russell Sage Foundation (James Burk), the Japan Society for Promotion of Science (Hiroshi Ono), the Spencer Foundation (Hiroshi Ono and Art Sakamoto, totaling $82,000), the Tokyo Center for Economic Research (Hiroshi Ono) and the Text and Academic
Authors Association (Nancy Plankey-Videla). During this time period, we also had four faculty awarded grants from the American Sociological Association’s Fund for the Advancement of the Discipline, a small grants program funded by NSF that is extremely competitive.

One of the incentives that currently reward faculty who achieve external funding is that the PI receives 15% of the indirect costs associated with the grant, although the future of this incentive is uncertain. Our promotion guidelines and annual reviews also provide research recognition for achieving external funding.

<table>
<thead>
<tr>
<th>PI</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Campbell</td>
<td>2012</td>
<td>National Science Foundation</td>
<td>$174,134</td>
</tr>
<tr>
<td>Sam Cohn</td>
<td>2006-2008</td>
<td>National Science Foundation</td>
<td>$68,750</td>
</tr>
<tr>
<td>Verna Keith</td>
<td>2012</td>
<td>National Science Foundation</td>
<td>$50,000</td>
</tr>
<tr>
<td>Art Sakamoto</td>
<td>2013</td>
<td>National Institutes of Health</td>
<td>$163,602</td>
</tr>
<tr>
<td>Art Sakamoto</td>
<td>2010</td>
<td>National Science Foundation</td>
<td>$126,670</td>
</tr>
<tr>
<td>Jane Sell</td>
<td>2010</td>
<td>National Science Foundation</td>
<td>$200,000</td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>2011</td>
<td>National Science Foundation and TXCRDC Consortium</td>
<td>$2,100,000</td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>2010</td>
<td>National Science Foundation</td>
<td>$114,000</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>2006-2011</td>
<td>National Science Foundation</td>
<td>$473,270</td>
</tr>
<tr>
<td>Dudley Poston</td>
<td>2006-2009</td>
<td>US Department of Agriculture</td>
<td>$499,552</td>
</tr>
<tr>
<td>Art Sakamoto</td>
<td>2006-2009</td>
<td>National Science Foundation</td>
<td>$282,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$3,267,156</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>co-PI</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Foster</td>
<td>2013</td>
<td>National Science Foundation</td>
<td>$49,195</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>2012</td>
<td>National Science Foundation</td>
<td>$231,615</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>2010</td>
<td>National Science Foundation</td>
<td>$57,992</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>2006-2010</td>
<td>National Science Foundation</td>
<td>$292,928</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>2006-2011</td>
<td>National Science Foundation</td>
<td>$600,000</td>
</tr>
<tr>
<td>Dudley Poston</td>
<td>2006-2009</td>
<td>US Department of Agriculture</td>
<td>$499,552</td>
</tr>
<tr>
<td>Art Sakamoto</td>
<td>2006-2009</td>
<td>National Science Foundation</td>
<td>$282,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$2,013,282</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other roles (co-investigator, senior personnel)</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Campbell</td>
<td>2006-2009</td>
<td>National Institutes of Health</td>
<td>$130,825</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>2005-2009</td>
<td>National Institutes of Health</td>
<td>$754,688</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>2006-2011</td>
<td>National Institutes of Health</td>
<td>$473,270</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>2005-2011</td>
<td>National Science Foundation</td>
<td>$400,000</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>2006-2011</td>
<td>National Science Foundation</td>
<td>$265,502</td>
</tr>
<tr>
<td>Verna Keith</td>
<td>2009</td>
<td>National Institutes of Health</td>
<td>$4,318,762</td>
</tr>
<tr>
<td>W. Alex McIntosh</td>
<td>2011</td>
<td>US Department of Agriculture/NIFA</td>
<td>$4,965,999</td>
</tr>
<tr>
<td>W. Alex McIntosh</td>
<td>2006-2010</td>
<td>US Department of Agriculture/CSREES</td>
<td>$362,990</td>
</tr>
<tr>
<td>Jane Sell</td>
<td>2011</td>
<td>National Science Foundation</td>
<td>$6,798</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>$11,678,834</td>
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</table>

American Sociological Association Fund for the Advancement of the Discipline (NSF-funded): 4 faculty

In our last self-study, we set a goal of rewarding faculty who publish in outlets
Table 2.10 Recent Faculty Representation in Editorial Positions, 2008-2013

**Editor or Series Editor**
- Joe Feagin: New Critical Viewpoints Series, Paradigm Books
- Dudley Poston: International Handbooks of Population
- Harland Prechel: Editor, Research in Political Sociology

**Editorial Boards**
- James Burk: Armed Forces & Society
- Mary Campbell: Sociology of Race and Ethnicity
- Mary Campbell: Social Psychology Quarterly
- Joe Feagin: Comparative Urban and Community Research
- Joe Feagin: Sage Racial and Ethnic Relations Series
- Holly Foster: Social Problems
- Verna Keith: Social Currents
- Verna Keith: Journal of Health and Social Behavior
- Verna Keith: American Sociological Review
- Reuben May: Social Psychology Quarterly
- Wendy Moore: Contemporary Sociology
- Hiroshi Ono: Sociology of Education
- Hiroshi Ono: Studies in Media and Communications
- Hiroshi Ono: Sociological Inquiry
- Nancy Plankey-Videla: Sociology Compass
- Dudley Poston: Demographic Research
- Dudley Poston: 人口研究 (Population Research)
- Dudley Poston: 人口学刊 (Population Studies)
- Dudley Poston: Population Research and Policy Review
- Harland Prechel: Research in Political Sociology
- Harland Prechel: Contemporary Sociology
- Art Sakamoto: Sociology of Education
- Jane Sell: Social Forces

**Other positions**
- Rob Mackin: Associate Editor, Sociology of Religion
- Helili Pals: Associate Editor, Population Review
- Helili Pals: Advisory Board, Population Review
that increase the national visibility of the faculty. Our promotion guidelines and annual reviews of faculty are based on this principle, and the list of recent publication outlets shows the success of this effort.

In addition to publishing in visible outlets, 14 of the faculty (more than half of all tenure-line faculty in the department) have edited a journal or served on an editorial board during this five-year time period, including some of the most visible journals in the discipline, such as American Sociological Review, Journal of Health and Social Behavior, Social Forces, Social Problems, Social Psychology Quarterly, and Sociology of Education. For a complete list, see Table 2.10.

Another goal we set was to support and encourage international research activities. Many of our faculty are engaged in global research activities, and our faculty have published in English, Polish, Japanese, Chinese, Korean and Estonian. In addition to the longstanding international research programs of Cohn, Liu, Ono, Plankey-Videla, Poston, Sakamoto, and Suzuki, we also have new international collaborations developing, such as the partnership that Jane Sell is developing with the Conflict and Development Center at Texas A&M for work with South Sudan, and the comparative research that Holly Foster is developing focused on prisons in Australia. Our faculty have also taught many courses focused on global issues, including some courses taught abroad (such as the courses that Ono and Plankey-Videla taught at Texas A&M’s Santa Chiara facility in Italy).

FACULTY MENTORING AND COLLABORATION

The Sociology department is committed to creating and sustaining productive mentoring relationships for junior faculty. The department has engaged in several different models over the years, but currently we employ an individual model, where each junior (and associate) faculty member chooses one or more senior mentors. Under this system, each faculty member and mentor(s) meet first with the department head to ensure that all have the same information. (In ADVANCE training workshops, one issue repeatedly mentioned is that junior faculty often receive mixed signals from senior faculty.)

The department has worked to protect the research time of junior faculty, especially by reducing the amount of
service expected. In addition, one of the goals the department mentioned in our last self-study was to ensure that junior faculty received a semester without teaching before coming up for tenure; the current college policies have determined that this semester will be granted following a successful third year review.

The ADVANCE program has also been integral to the department’s efforts to support faculty. The ADVANCE program at A&M has supported formal mentoring programs for female faculty. To give just one example, Nancy Plankey-Videla received mentoring from Vicki Smith (UC-Davis), meeting her twice in person and keeping in touch more regularly through phone calls and email to gather advice on research projects, networking on ASA, and strategies for publicizing her work. She also received mentoring from two on-campus mentors and developed connections with several people in the Office of the Vice President who mentored her on access to other resources on campus and supported projects such as initiatives to bring speakers to campus who focus on diversity and access in education.

ADVANCE programs on campus have been useful to many of the faculty because of the networking opportunities they provide. The ADVANCE program has also funded other support for female faculty, such as a recent grant to the department supporting female Associate Professors who will be participating in professional service with travel funds for the meetings in which the professional service meetings occur.

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**EVALUATION PROCEDURES**

The department has codified the Expectations for Excellence in research, teaching and service in our promotion and tenure guidelines as well as our annual review guidelines. (These can be found in Appendices C and D.) As mentioned above, our elected departmental committee, the executive committee, conducts annual reviews each year. In this review, committee members each independently assess the categories of research, teaching and service for each faculty member. One person is randomly assigned to present the individual’s record and there is also a secondary reviewer. Then each member of the committee assigns a score from zero to 10 for each category. For research, the evaluation is based upon both the quality and quantity of the publications. Quality of research is determined by the impact of the journal or the research reputation of the particular press in the case of books. We also consider the role of coauthors in such assessment. If grants or contracts are part of a researcher’s portfolio, the agency is also considered. For teaching, student evaluations, syllabi, assignments and class observations (if available) are considered. Graduate mentorship is also evaluated based upon the number of student committees and the progress students are making. Measures of the progress include preliminary exams, proposal
defenses, applications for funding, and employment. Service is measured by activities for the discipline, the university, the college and the department. In accordance with university mandates, our annual review also asks for specific reporting on international and interdisciplinary activities, as well as safety measures. Each faculty member receives a yearly annual written review, which specifies the committee’s evaluations. These reviews directly relate to salary increases if merit money is available.

In the past few years we have hired excellent faculty at all ranks. The qualification for all ranks is the achievement of a PhD. At the Instructional ranks, we expect indications of exceptional teaching expertise and contributions to service. Hiring at the Assistant Professor level requires indications that research can be conducted at high standards. And of course, hiring at the Associate and Full Professor level requires demonstrated excellence in the components of Research, Teaching and Service.

Figure b: Example book covers 2008-2013, continued
CHAPTER 3. GRADUATE PROGRAM

INTRODUCTION
In 2012, the doctoral program at Texas A&M celebrated its 40th anniversary. The program has changed dramatically during those 40 years, and the last 5 years have seen important gains in measures of student success. We are pleased that we have accomplished many of the goals set out in our last self-study, including increasing the size of the program, focusing on doctoral training and improving mentoring of students to the completion of the doctoral degree.

In this section, we discuss the demographics of the graduate program today, the structure of the program, the impact of the program, and the assessment of the graduate program outcomes. Throughout, we describe the goals that we set forth in our last review and our progress toward those goals.

DEMOGRAPHICS AND DIVERSITY
The graduate program in the Department of Sociology is proud to have a diverse and accomplished student body. As shown in the top panel of Table 3.1, our program admits about half of the applicants to the program, and more than half of those who are admitted choose to enroll. We believe that we have had success in recruiting high quality candidates.

The demographics of our entering graduate classes shows that we are significantly more diverse than most Sociology programs in the nation. The American Sociological Association estimated that in 2010, 88 percent of students newly enrolled in graduate programs in Sociology were U.S. citizens or permanent residents, and more than half of all the students were non-Hispanic Whites. Only about 12 percent of all of the students enrolling nationally were Black, while our program averaged 29%. The gap for

http://asanet.org/research/stats/race_ethnicity/graduate_enrollments.cfm
Latino/as is even more dramatic; nationally the share of graduate students who are Latino/a is less than 10%, while we average 36%. We believe this is the result of systematic and long-term recruiting practices. For example, we have long been involved in mentoring programs such as REU (Research Experiences for Undergraduates) and an earlier program, MOST (Minority Opportunities through School Transformation), funded by the Ford Foundation and the American Sociological Association. Most recently, we have had funding through the NSF SBE-EDGE program. This program was an alliance of sociology, political science and psychology departments at Texas A&M, University of Texas, Stanford and the University of Southern California and was designed to assist in the retention of students of color.

The department has also engaged in a variety of special recruiting methods over the years, testing out new strategies as the need arises. For example, we have seen a decline in applications for admission to the program from African American students in the last few years, so this year our graduate program advisor (Wendy Moore) traveled to two recruiting events targeting this underrepresented group. The first was a program at Prairie View A&M University, an HBCU, where she attended a panel for Sociology majors about options after graduation. She arranged the visit with a former graduate student, Dr. Veeda Williams, who is now a faculty member in the Department of Sociology at PVAM, and

| Table 3.1 Graduate Admissions and Demographics of the Entering Class |

<table>
<thead>
<tr>
<th>Graduate Admissions</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>69</td>
<td>58</td>
<td>65</td>
<td>66</td>
<td>57</td>
<td>63</td>
</tr>
<tr>
<td>Admitted</td>
<td>50</td>
<td>40</td>
<td>24</td>
<td>30</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>Enrolled</td>
<td>21</td>
<td>18</td>
<td>19</td>
<td>22</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Selectivity</td>
<td>72%</td>
<td>69%</td>
<td>37%</td>
<td>45%</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td>Yield</td>
<td>42%</td>
<td>45%</td>
<td>79%</td>
<td>73%</td>
<td>59%</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Entering Class</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>71%</td>
<td>39%</td>
<td>53%</td>
<td>55%</td>
<td>65%</td>
<td>56%</td>
</tr>
<tr>
<td>White</td>
<td>29%</td>
<td>28%</td>
<td>21%</td>
<td>32%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Black/Multiracial Black</td>
<td>10%</td>
<td>22%</td>
<td>37%</td>
<td>9%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Latino</td>
<td>38%</td>
<td>28%</td>
<td>37%</td>
<td>45%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
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<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>International</td>
<td>14%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>
it is likely that this can become an annual recruiting event. She met interested students who were juniors. She plans to stay in touch with Dr. Williams about future events, and about specific students she identifies so we can reach out with information.

She also attended the Bayou Classic College fair in November 2013. This college fair included participation from many of the historically Black colleges and universities in Louisiana. Schools participating included Grambling State University, Southern University, Southern University-New Orleans, Dillard University, and Xavier University. She made contact with more than a dozen students potentially interested in pursuing graduate education in sociology and is following up with them this semester. In addition, there were students who were interested in other graduate programs at Texas A&M, and she provided them with contact information for colleagues in those programs, potentially helping to diversify other programs as well. She also made contact with all of the recruiters at the participating schools in the hopes of creating sustainable networks with those universities for future recruitment efforts.

The department also engages in the standard procedures of recruiting in the discipline, such as advertising in outlets such as the ASA Guide to Graduate Programs, providing information about the program on our departmental website, and promoting the graduate program at national and regional conferences. We also use our faculty contacts in the profession to make targeted inquiries seeking referrals of their very best students, with special emphasis on faculty in colleges and universities in Texas. We have had considerable success with this strategy, especially because higher education institutions in the state are often very familiar with the strengths of our program and are also often neglected by other major sociology programs in other parts of the country, increasing the likelihood that they will refer their very top students to us.

The Graduate Recruitment and Retention Committee is responsible for evaluating the applications, and they consider all of the information in the application (including test scores, transcripts, the statement of purpose, the letters of recommendation, and the writing sample) in reaching their decisions, with particular emphasis on identifying applicants whose academic and research interests and future plans are a good fit with the graduate program at Texas A&M. The committee considers the writing samples in order to evaluate the applicants’ writing ability and potential for original thought and analysis at the graduate level. The committee also considers applicants’ experiences or skills relevant to the study of Sociology, as well as any particular challenges the applicant has faced during their pursuit of education. The review process does not specify minimum criteria on any indicator (e.g. test scores, grade point average, etc.). This holistic review of the candidates is essential to our goal to have a student
body that is intellectually diverse and who bring a diverse set of strengths to our program.

We currently have 100 graduate students enrolled in our program, all classified as doctoral students. This has been a significant change from 2008, when we required students without a master’s degree to receive one before they were admitted to the doctoral program. Additionally, we have changed our admissions policy and now do not admit students who are pursuing a terminal master’s degree. (All of our students are considered part of the doctoral program, even if they have not yet completed the work required for the master’s project.) Thus, with 26 tenure-line faculty, we have a graduate student/core faculty ratio of 3.8 doctoral students per core faculty member (or, including the instructional faculty, a student/faculty ratio of 3.3). Thus, although our faculty size has decreased somewhat in the last five years, we still have fewer than 4 graduate students per faculty member. 66 of the students are enrolled full-time; those students who have completed their required classes generally do not register for a full-time course load.

Of the 66 full-time students, 50 currently have department or university funded assistantships, fellowships or grants. This illustrates one of the major challenges the graduate program faces: the lack of funding for graduate students. Many of our students work in other units on campus, some have research assistantships in other units (such as Undergraduate Research), and others work in full or part time positions that relate to their academic experience.

Despite these challenges, retention and graduation rates in the program have been improving significantly over time. For students who enrolled between 1985-1989, only 20% earned a doctorate. This increased to 25% for the cohorts that enrolled between 1990-1994, and to 35% for the cohorts enrolled between 1995-1999. For those who enrolled between 2000 and 2005, 46% successfully completed the doctoral degree (and several students from these cohorts are still actively working toward the degree). Another 24 percent of the students who enrolled 2000-2005 left after completing a master’s degree. Only 13 percent completed no degree (transferring to other departments, universities, or withdrawing), whereas 60 percent of the cohort that started between 1985-1989 left with no degree.
PROGRAM AND CURRICULUM

The day-to-day administration of the graduate program is coordinated by the Department’s graduate advisor. At present, Wendy Moore holds this position. The graduate advisor receives support for record keeping and other administrative matters from the department staff including Bethany Edwards (Office Associate), Christi Ramirez (Assistant to the Head) and Mary Pendleton (Business Associate). The graduate advisor is guided by policies set forth by the University Office of Graduate and Professional Studies and the Sociology Department’s Graduate Program Handbook, which can be found in Appendix G. Changes to departmental policy regarding the graduate program originate with the Department’s Graduate Program Committee and are voted on by the full faculty.

Completion of the master’s program in the department requires at least 34 credit hours of coursework, including seven required courses: Classical Theory, Contemporary Theory, Measurement, Qualitative or Comparative and Historical Methods, and the Seminar in Sociological Research. In addition, a 2-hour professional seminar is required. The master’s program can be completed with a thesis, a master’s paper, or a non-thesis option that requires additional coursework. The thesis and master’s paper options are similar (both require a paper of publishable quality), but the master’s paper does not have to comply with all of the university thesis requirements and timelines, and is only an option for those students who are continuing on to the doctoral degree.

One of the distinguishing features of our graduate program is the requirement that every doctoral student identify a major and a minor area of study, ensuring both depth and breadth in training. The major consists of at least four courses from a single area of concentration, and the minor consists of at least three courses from a single area of concentration. (It is possible to construct a major and a minor both within one of the department’s areas of concentration, if the student’s committee agrees that they reflect two distinct specializations within the area, such as race and gender from the race, class and gender area.) Doctoral students take preliminary exams in both their major and minor areas of concentration. As we note in our most recent strategic plan (see Appendix A), compared to our peers, we have a small number of areas of concentration (six), but we work to ensure the breadth of our training through the major, minor and preliminary exams, which require students to train in more than one of these broad areas of concentration.

The doctoral degree requires an additional 64 hours of coursework beyond the master’s degree or master’s paper; this includes at least 21 hours of coursework in the major and minor and at least another 21 hours of electives, as
well as 2 hours of professional seminars focused on research, ethics and teaching. In addition to the coursework, students must pass a preliminary examination in the student’s specialty areas. The exam is designed and administered by the student’s committee, who give each student explicit requirements about the form of the exam. Students must also complete and successfully defend a dissertation, which must be a major research project that extends the boundaries of the discipline. This process is also guided by the student and the student’s committee, with the proposal and the defense of the proposal serving as a guideline for the committee’s expectations.

Our doctoral program focuses throughout on the importance of presenting research at academic conferences and publishing research in peer-reviewed outlets. In addition to the professionalization seminars offered regularly on topics such as publishing, grant-writing and preparing for the job market, coursework focuses on developing research projects that are publishable, and the graduate handbook makes it clear that professional activity (progress toward publication, including submitting grant or fellowship proposals or engaging research projects with faculty) and research are key components of the students’ annual evaluations, which are used to determine funding decisions. The handbook specifies, for example, that by the end of their sixth semester, students are expected to present a paper at a conference or a department brown bag, and by the end of the eighth semester they are expected to have submitted a single-authored article or two coauthored articles to peer-reviewed Sociology journals. This emphasis on research results in a high rate of productivity from our graduate students, as demonstrated by the approximately 80 publications listed in Appendix J (recent graduate student publications) and the more than 200 presentations listed in Appendix L (recent graduate student presentations).

The department also awards research-related grants to students in order to support their work. For example, in 2011-12, the department awarded support to 5 students for data collection, to 5 students to support attending methods workshops, and to 1 student for purchasing research software. In 2012-13, the department made 7 research awards to support data collection and 3 to attend methodological workshops. All of these awards are administered by a department committee, and advertised to both the students and the faculty advisors.
As Table 3.2 demonstrates, our time to degree for students completing the master’s degree is about 3 years, and our time to degree for the doctoral averages 5.6 years. Our goal is for the master’s time to degree to average 2 years. This has been difficult to achieve in the last five years, in part because students were required to complete a master’s thesis. The thesis was formally processed through the thesis office, subjecting it to a series of institutional deadlines that sometimes delayed the date that the degree was formally conferred, and usually was much longer than an article. Our change to a master’s paper rather than a formal thesis (implemented in 2011) will cut down the time involved in the formal requirements as well as the length and complexity of the writing itself. While some students still want to have an official master’s degree, we no longer require it.

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<tr>
<td>Degrees Awarded</td>
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<td>7</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>8.2</td>
</tr>
<tr>
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<td>3.7</td>
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</tr>
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</tr>
<tr>
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<td>9</td>
<td>12</td>
<td>14</td>
<td>9.8</td>
</tr>
<tr>
<td>Time to Degree</td>
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<td>4.6</td>
<td>5.2</td>
<td>7.0</td>
<td>6.6</td>
<td>5.6</td>
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</table>

HIGH-IMPACT OPPORTUNITIES

PREPARATION FOR TEACHING

One of the unusual facets of our graduate program is the extensive teaching training that our students receive. The training, development and mentoring of new graduate student instructors in the Department of Sociology includes two components, both guided by Dr. Judith Linneman:

A FORMAL COURSE ON TEACHING (SOCI-681)

All graduate students in the Texas A&M Department of Sociology are required to take the Teaching Pro-Seminar course (SOCI-681) that is taught by the Graduate Instructor Advisor (Judith Linneman). This semester-long course focuses on preparing graduate students for teaching sociology at the college level, particularly at Texas A&M. Graduate students must have earned their Master’s Degree (or equivalent) and successfully completed all requirements of the Teaching Pro-Seminar before they can be assigned primary teaching responsibility for a course.

The Pro-Seminar involves two primary course components.

**Classroom Instruction:** Topics covered include, but are not limited to:

- Scholarship of Teaching & Learning
- Teaching: Gift or Learned Skill?
- Attributes of Excellent Teachers
Nature of Teaching Sociology
Essence of Introduction to Sociology
Is Teaching at TAMU Unique?
Diverse Classrooms; Learning Styles
Teaching Styles
Syllabus Requirements/Components
Good Syllabi; House Bill 2504
CTE; TA Institute; TA Academy
Meaning of Grades
TAMU Grading Policies
FERPA Rules; Dos and Don’ts
Students with Disabilities
Aggie Honor Code & Violations
Bloom’s Taxonomy
Making Content Meaningful
Effective and Engaging Lectures
What Best College Teachers Do
Effective Use of PowerPoint
Classroom Assessment
Evaluating Students
Test Questions & Bloom’s Taxonomy
Grading & Grading Rubrics
Classroom Interaction with Students
Out of Class Interaction with Students
Students in Need/Crisis; Emergencies
Teaching Evaluation Methods
Building a Teaching Portfolio

Min-Lectures: Pro-Seminar students are required to present a brief lecture for other Pro-Seminar participants and the instructor. The lectures are recorded and are reviewed by the instructor and made available to the presenters. Students are also required to submit copies of any PowerPoint slides and a series of sample test questions covering the content of the lecture. The instructor provides written feedback on their presentation, sample test questions and any slides.

MENTORING BY THE GRADUATE INSTRUCTOR ADVISOR

Graduate Students who have been assigned primary responsibility for teaching their first course are mentored by the Graduate Instructor Advisor before, during and after their first semester of teaching in the Department of Sociology.

New Graduate Instructors are required to:
1. Meet with the Graduate Instructor Advisor before they begin teaching.
2. Submit drafts of their syllabi to the Graduate Instructor Advisor for review and discussion.
3. Meet with the Graduate Instructor Advisor periodically during their first semester of teaching.
4. Have a Sociology faculty member with significant teaching experience make an in-class visitation/observation to obtain feedback during their first semester of teaching in the Department of Sociology.

PUBLICATIONS AND PRESENTATIONS

Appendices J and L show that our graduate students are research productive during their time at A&M, as a result of the strong emphasis that we place on research and working closely with faculty members on their research projects. Appendix J lists the papers published by our current graduate students during the 2008-2013 period, and Appendix L lists the presentations our current graduate students made during this time period. During this time, our current students published more than 80 papers (note this excludes most of the papers published by graduate students during this time period who graduated before the 2013-2014 school year). Many of these papers were coauthored with a faculty member.

The placement of our students reflects this high rate of research productivity. During the 2008-2013 time period, 22 of
our graduates were hired directly into positions on the tenure track, 5 were hired into postdoctoral positions, 9 were hired as research analysts or statisticians, and 10 started their careers as lecturers, visiting faculty or teaching faculty. In addition, 2 graduates were hired into academic advising positions, and one medical sociologist was hired as the CEO of a medical group. All of these jobs require a PhD and are linked to their training as a sociologist, which we consider one of the most important measures of our success as a department. In addition, the institutions hiring our students have been improving; recent tenure-track hires at Kent State University and Skidmore College, recent postdoctoral positions at Duke University and Rutgers University, and the success of our graduates at the U.S. Bureau of the Census underscore this point.

Mentoring by faculty is a large part of this process, and our email survey of recent graduates shows that many of our students are very happy with the mentoring they received in the department, although several of them note that of course mentoring style varies by faculty member. Out of the graduates from 2008-2013, only five responded, limiting the information that we can draw from these responses. Still, several of the respondents mentioned specific faculty members who had been profoundly influential for them (see Appendix I). One respondent who reports being on campus from 2004-2006, before the period this study covers) suggested that the department could integrate more formal mentoring into the degree rather than relying only on individual faculty mentors, a piece of advice that we have been following closely in recent years by creating professionalization sessions and seminars that are available to all students.

The department colloquium, which features research talks by external speakers, faculty, and graduate students, also contributes to student development by highlighting cutting-edge scholarship from around the country as well as providing students and faculty opportunities to get feedback on work in progress and opportunities to practice giving conference presentations or job talks. Visitors regularly meet with students both in one-on-one meetings and at department receptions. The colloquium has recently increased in frequency; it now meets weekly, with the exception of weeks where there are job candidates giving talks or other speakers on campus who are co-sponsored by the Sociology department.

ASSESSMENT OF OUTCOMES & IMPROVEMENTS MADE
The graduate program has seen significant improvements since the last self-study. The ongoing assessment of our graduate program focuses on placement of program graduates in positions that require a PhD and
increasing the visibility of our students in the profession. We are making good progress on both goals, with 88 percent of the 2011-2012 graduates in teaching, research or administrative positions that require a PhD. We are working to improve that outcome with an increasing focus on faculty mentoring and by implementing workshops that focus on employment-related issues. We have also increased our efforts to publicize a wide range of career choices, such as post-doctoral positions and positions in applied research settings, as well as academic appointments. Our efforts to improve visibility in the profession have included adding more emphasis on conference participation and publications to our professional development seminars and developing grant and publication workshops for students to help them prepare proposals for external funding and be better able to evaluate the visibility of journals and publishers, as well as have a better understanding of the peer review process. We have also encouraged our students to apply for fellowships to attend advanced research methodology courses around the country.

One significant change that has occurred since our last review is that the Office of Graduate and Professional Studies (OGAPS) implemented new funding restrictions based on progress in the program and deemphasizing support of master’s degree students. In response to this change, we amended our graduate mentoring to emphasize the importance of progressing to degree as quickly as possible while maintaining the quality of the program of study. OGAPS also encouraged us to admit students directly to the PhD program rather than to the master’s program. Students are now moving more quickly through the program for two reasons. First, we have implemented a research seminar that guides them through the process of developing their master’s paper proposal. Second, we have encouraged students to submit a master’s paper rather than a thesis; although the substantive requirements of the project remain the same, the thesis has to conform to OGAPS deadlines and paperwork, which can delay MS completion for up to a semester.

One of the major challenges that continues to face the graduate program is the limited resources available to recruit graduate students. The monthly graduate student assistantship stipends are comparatively low ($1350 for M.S. students and $1450 for Ph.D. students; $1550 for ABD students). A significant improvement in this since the last self-study is that tuition costs for graduate students are now included in their assistantships. (This was instituted at the university level.) Our faculty also recently voted to improve the funding packages offered to incoming students by offering funded students two years of graduate assistantship funding, rather than one year (contingent on performance in their graduate assistantship, maintaining a 3.5 GPA and completing 6 courses in
their first year, including at least 4 required courses). However, our ability to attract top students is still hampered by the limited resources available, because we are competing with other departments that are able to offer more attractive funding packages (with more years of guaranteed funding and higher stipends) than we are able to offer. Since placement of graduate students depends in part on our ability to recruit the top tier of graduate students, this is a significant limitation on our ability to continue to improve the graduate program.

Another major challenge faced by the graduate program is the lack of space. The department occupies space in the third and fourth floors of the Academic Building, but there is insufficient space to supply graduate student offices, so some graduate students have offices in other buildings around campus, where they meet with students and conduct their research, and other graduate students who are not on departmental assistantships have no office space at all. This is a serious limitation because it hinders the mentoring of graduate students and their integration into the department.
INTRODUCTION
The undergraduate program at Texas A&M has grown dramatically in the last 5 years. In our last self-study, we set several goals for our undergraduate program, which we evaluate here. One of our goals was to monitor our curriculum to ensure quality education. We seek to complete this goal by routinely evaluating our classes through the undergraduate program committee, and by our assessment committee charged with annual assessments by the college and universities. This last year, we have been involved in revision of our core curriculum, a process that involved re-evaluation of our program and the creation of some new classes. Another goal was the promotion of the internship program and more emphasis upon research. These goals have been combined in important ways: the internship program has grown and incorporated into the internship program is a significant component of research and presentation of that research. This combination was always a feature of the internship program, but it has grown. Another goal was the promotion of the undergraduate fellows program: the program has grown to include both research fellows and teaching fellows. Candidates for fellowships apply to the undergraduate program advisor before the start of the semester in which they would work. A subcommittee of the undergraduate program committee evaluates the applications and selects candidates. Depending on our budget, we select several candidates (3 to 6 a semester). Below we address another goal from our last review, the promotion of diversity in our undergraduate program.
DEMOGRAPHICS AND DIVERSITY

The total number of Sociology majors has been growing in the past nine years, as you can see in the figure to the right, which includes all departments in the College of Liberal Arts. The Fall 2013 total undergraduate student enrollment in the Sociology major was 454 students. With a total faculty size of 30, this makes our student/faculty ratio 15.1 students per faculty member (or 17.5 students per tenure-line faculty member). This student/faculty ratio has grown significantly in a short period of time, with the ratio in 2008 at 9.9 (338 undergraduate majors/34 faculty). This illustrates the significantly increased burden on faculty as class sizes have increased and the number of faculty has decreased.

Sociology majors at Texas A&M are a diverse population, as you can see in Table 4.1. Over the last five years, an average of 37% of our students are from the first generation in their family to attend college, and more than two-thirds are female. They are a racially diverse group as well. In 2010, the American Sociological Association estimated that 17% of Bachelor’s degrees in Sociology went to African Americans, 13% to Latino/as, and 7% to Asian Americans. Compared to the national distribution, then, Latino/as are overrepresented (21%) in A&M’s Sociology department, and Blacks (10%) and Asian Americans (3%) are underrepresented.

Texas A&M’s Sociology majors are also somewhat more diverse than the University’s student population. In 2008-2012, 37% of TAMU Sociology majors were students of color and 71% were

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4 http://www.asanet.org/research/stats/race_ethnicity/bachelors_degrees_percents.cfm
women. This is in contrast to the figures for the TAMU student population where about one-third (33%) are students of color and slightly more than half of all undergraduates are women. The department values this diversity and engages in the following efforts to recruit and retain our sociology majors who are women and students of color:

- **Once students of color who declare sociology as their major are accepted by the university, Sociology Department Advisors send a handwritten post card congratulating the student and encouraging the student to enroll.**

- **Kate Willyard, one of the department’s undergraduate advisors, has prepared a document for all first year students, but specifically targeting first generation students, entitled “Things To Do Throughout Your First Year,” which provides practical advice and important deadlines.**

- **The Undergraduate Advising team designed a mentorship program, which once implemented in Fall 2014 will link first generation and racial minority students to advanced undergraduate students and to a faculty member. The goal of the program is to teach students about the “hidden curriculum” (or unwritten expectations) associated with college life. Incoming students participating in the program will be matched with a faculty and undergraduate student mentor. Mentors and mentees are required to meet at least once a month. Mentors will also be provided with monthly memos and peer meetings regarding issues related to student success to help facilitate their meetings with their mentee. The program will be tracked to determine if it helps to increase the retention rate of participating students.**

### Table 4.1 Demographics of Sociology Majors, 2008-2012

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First generation student</td>
<td>39%</td>
<td>36%</td>
<td>36%</td>
<td>34%</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>Female</td>
<td>72%</td>
<td>73%</td>
<td>71%</td>
<td>68%</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>64%</td>
<td>62%</td>
<td>62%</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td>Black/Multiracial Black</td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Latino</td>
<td>19%</td>
<td>19%</td>
<td>23%</td>
<td>22%</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian/American Indian</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial (excluding Black)</td>
<td>--</td>
<td>--</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>International</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>338</td>
<td>346</td>
<td>386</td>
<td>467</td>
<td>460</td>
<td>399</td>
</tr>
</tbody>
</table>
The day-to-day affairs of the undergraduate program are coordinated by the Undergraduate Advisor, currently Sarah Gatson, supported by the Undergraduate Academic Advisors, Kate Willyard and Jennifer Runnels. The Department of Sociology offers both a B.A. and a B.S. degree, as well as a Sociology minor. Degree requirements for both the BA and the BS degrees can be found in Appendix P. Table 4.2 includes our average time to degree for both the BA and the BS and shows that time-to-degree for both degrees has steadily declined during the 2007/8-2011/12 time period. We believe this can be attributed to increased emphasis on timely completion of the degree from our advisors, as well as the university.

Table 4.2 Undergraduate Degrees Awarded and Time to Degree, 2008-2012

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>116</td>
<td>131</td>
<td>124</td>
<td>115</td>
<td>173</td>
<td>132</td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to Degree</td>
<td>4.50</td>
<td>4.41</td>
<td>4.28</td>
<td>4.25</td>
<td>4.07</td>
<td>4.30</td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to Degree</td>
<td>4.84</td>
<td>4.51</td>
<td>4.35</td>
<td>4.25</td>
<td>4.27</td>
<td>4.44</td>
</tr>
</tbody>
</table>

Table 4.3 Undergraduate Retention and Graduation Rates, Sociology Majors and the College of Liberal Arts

<table>
<thead>
<tr>
<th>Sociology</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>16</td>
<td>69%</td>
<td>56%</td>
<td>0%</td>
<td>50%</td>
<td>38%</td>
</tr>
<tr>
<td>2001</td>
<td>21</td>
<td>57%</td>
<td>48%</td>
<td>0%</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td>2002</td>
<td>18</td>
<td>61%</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>2003</td>
<td>19</td>
<td>26%</td>
<td>16%</td>
<td>0%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>2004</td>
<td>30</td>
<td>57%</td>
<td>40%</td>
<td>0%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>2005</td>
<td>33</td>
<td>61%</td>
<td>52%</td>
<td>0%</td>
<td>49%</td>
<td>33%</td>
</tr>
<tr>
<td>2006</td>
<td>22</td>
<td>46%</td>
<td>41%</td>
<td>5%</td>
<td>36%</td>
<td>32%</td>
</tr>
<tr>
<td>2007</td>
<td>33</td>
<td>61%</td>
<td>46%</td>
<td>0%</td>
<td>42%</td>
<td>30%</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>47%</td>
<td>37%</td>
<td>0%</td>
<td>37%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>29</td>
<td>41%</td>
<td>38%</td>
<td>10%</td>
<td>24%</td>
<td>--</td>
</tr>
<tr>
<td>2010</td>
<td>27</td>
<td>56%</td>
<td>48%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2011</td>
<td>24</td>
<td>58%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Average 2000-2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>23</td>
<td>54%</td>
<td>43%</td>
<td>1%</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>1541</td>
<td>62.1%</td>
<td>42.0%</td>
<td>0.3%</td>
<td>36.3%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
Incentive that offers a tuition rebate of $1000 if students graduate within four calendar years.

Table 4.3 shows the undergraduate retention and graduation rates for students who start their first year of college at Texas A&M as a Sociology major. (For the purposes of Table 4.3, then, retention refers to retention in the major rather than retention in the institution; individuals who join the major later in their college careers are not included in the numbers, and those who are not retained may in many cases have gone on to get another degree at Texas A&M.) These data show that, on average, about one-third of students who declare a Sociology major when they are entry-level first-year students graduate with a degree in Sociology within four years. Only 13 percent of students in the College of Liberal Arts graduate from the department in which they originally enrolled within four years, showing that timely graduation of Sociology majors is 2.5 times higher than average. Our two-year retention rates in the major closely mirror the overall rates for the college.

Table 4.4 provides a comparison between the characteristics of our undergraduate program and those of highly ranked departments at public universities. (The methodology used to create this table can be found in Appendix N.) This table shows that the department of Sociology offers a wide range of options to those who major in Sociology, compared to peer departments. For example, in addition to relatively common program features like offering joint degrees, Sociology clubs, and independent study options, our program also offers somewhat unusual opportunities like professional development seminars and specialization programs.

Some of the programs that are relatively common in peer programs, such as the internship program, are particularly strong at Texas A&M (see the following section for a discussion of our internship program). Some of the programs that we do not offer are available in the University and therefore the needs of the students are still met. For example, although we do not have a Sociology honors program, we do have an active chapter of AKD, the Sociology Honors Society, filling that role. The Texas A&M Iota Chapter of the International Sociology Honor Society celebrated its 50th birthday in 2011, and currently has 34 members, five officer positions and a faculty representative. Approximately 8-12 new members are inducted each fall and spring semester, based on major, classification, sociology courses taken, grades in sociology courses, and overall GPA.

Each fall and spring qualified prospective members are identified and invited to join Alpha Kappa Delta. Those who elect to join are formally inducted at a ceremony, which features an invited speaker and a meal. Speakers are typically sociology faculty or graduate students conducting research of particular interest to undergraduates.
<table>
<thead>
<tr>
<th>Department first year seminars</th>
<th>Sociology clubs</th>
<th>Specialization programs</th>
<th>Department UG research journal</th>
<th>Independent study options</th>
<th>Internships for course credit</th>
<th>Degrees Offered</th>
<th>Offer BA</th>
<th>Offer BS</th>
<th>Professional development seminars</th>
<th>Required senior thesis, capstone project</th>
<th>Sociology honors program</th>
<th>Mentoring Program</th>
<th>Advertised UG research opportunities</th>
<th>Required Minor</th>
<th>Offer Sociology Minor</th>
<th>Department first year seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY- Hunter College</td>
<td>2</td>
<td>1</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>N</td>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td>46</td>
<td>52</td>
<td>17</td>
<td>N</td>
<td>Y</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>73</td>
<td>112</td>
<td>30</td>
<td>N</td>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>69</td>
<td>21</td>
<td>44</td>
<td>44-81</td>
<td>Y</td>
<td>81</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Ohio State University</td>
<td>21</td>
<td>43</td>
<td>2</td>
<td>Y</td>
<td>Y</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td>78</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>78-107</td>
<td>107</td>
<td>0</td>
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<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>3-13</td>
<td>7-12</td>
<td>6-14</td>
<td>N</td>
<td>Y</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Tulane University of Louisiana</td>
<td>8-25</td>
<td>5-19</td>
<td>8-16</td>
<td>N</td>
<td>Y</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Univ. of California, Los Angeles</td>
<td>5-11</td>
<td>51</td>
<td>41-85</td>
<td>N</td>
<td>Y</td>
<td>85</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Univ. of Chicago</td>
<td>10-14</td>
<td>13-31</td>
<td>21-43</td>
<td>N</td>
<td>Y</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Univ. of Michigan, Ann Arbor</td>
<td>16-20</td>
<td>40</td>
<td>41-45</td>
<td>N</td>
<td>Y</td>
<td>45</td>
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<td>N</td>
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<td>N</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>10-14</td>
<td>13-31</td>
<td>21-43</td>
<td>N</td>
<td>Y</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>Y</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>University of North Texas</td>
<td>20</td>
<td>14</td>
<td>10</td>
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<td>Y</td>
<td>14</td>
<td>0</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>20</td>
<td>14</td>
<td>10</td>
<td>N</td>
<td>Y</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>University of Texas</td>
<td>20</td>
<td>14</td>
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Table 4.4 Comparison of Undergraduate Program Characteristics

AKD usually participates in three service activities per year. Members volunteer at a Fall Festival sponsored by The Lincoln Center, an after school program for underprivileged and at-risk youth in College Station. Each spring, AKD members participate in The Big Event, which is a massive University-wide community service project. For example, members might be asked to spend a Saturday raking leaves or washing windows for area residents. Near the end of the spring semester, AKD members assist with the Departmental spring graduation/achievement celebration at which graduate and undergraduate sociology students are recognized for their accomplishments. AKD members assist with development of the event flyer, food/beverage ordering and serving, set up and clean up. Every few years members create a new AKD t-shirt design and sell the shirts to members at or near cost.

Similarly, although our department does not have an undergraduate research journal of its own, in the following section we describe Texas A&M's research journal for undergraduates, which provides an outlet for undergraduate research. In addition, several new programs are not yet reflected in these data. Our Undergraduate Academic Advisors are currently developing a mentoring program, described above, that will be targeted toward first-generation college students, pairing incoming students with
faculty mentors as well as developing peer gatherings where students can share their experiences.

The last five years have seen several changes in the undergraduate curriculum. One of the significant changes is the university’s revision of the core curriculum. In the past, virtually all of the Sociology department’s courses were considered part of the Social and Behavioral Sciences Foundational Component Area, and fifteen were also designated as part of the International and Cultural Diversity requirement. Our courses are currently being evaluated for inclusion in the new core curriculum (which will be launched in 2014, and will be a significantly shorter list of courses than were previously approved). For example, we have submitted courses for approval in the new Social and Behavioral Sciences Foundational Component area, and our courses on The Marriage Institution (SOCI 315), Military, War and Society (SOCI 313), Population and Society (SOCI 312), Morality & Society (SOCI 327), and Social Problems (SOCI 314) are all being considered to be part of the International and Cultural Diversity curriculum. We also submitted two new courses, Sociology of Popular Culture (SOCI 212) and Theories of Race and Ethnicity (SOCI 217). All of our courses in the core curriculum provide a focus on empirical methods of evaluating interactions among individuals, groups and institutions. Each course is required to contain specific components that relate to critical thinking, communication, empirical and quantitative skills, and social responsibility. The long-term implications of this change are that we will have to ensure that we offer the core courses that are approved often and with sufficient numbers of sections to meet the demand for the courses.

Based on the strengths of the faculty and the needs of the students, the undergraduate program offers certificates in Global Sociology, the Sociology of Gender, and the Sociology of Race and Ethnicity (see Appendix O for a description of the program for each certificate). These options are somewhat rare in Sociology departments; according to the American Sociological Association, only 43% of departments in 2006 offered specializations to undergraduates, and those who did were most likely to offer them in criminology or social service. Only 4-5 percent of the programs that offered specializations offered them in gender, race or global development.5

In our last self-study, we placed a special emphasis on developing the global studies certificate, a new addition to our program at that time. The certificate is a good example of the experiences tailored for undergraduates: they take SOCI 206: Global Social Trends, nine hours of

5 http://www.asanet.org/research/stats/sociology_programs/concoffrd.cfm and http://www.asanet.org/research/stats/applications_admissions_registrations.cfm
additional coursework from an extensive list (see Appendix O), study abroad (or equivalent) for a semester, complete two years of non-English language training, and earn a cumulative GPR of 3.0 or better in classes included for certificate. Kate Willyard has designed formal procedures to track students who express an interest in the certificate in global sociology. Going forward, the department will be able to better track those who both express an interest in and complete the program. This certificate is a very popular aspect of our program: among those students who have completed an incoming student intake survey since the beginning of Spring 2013 semester (currently: 196 students) more than one-fourth (currently: 56) have expressed an interest in earning a certificate in global sociology.

HIGH-IMPACT OPPORTUNITIES

INTERNSHIPS

The Department of Sociology offers internships for course credit available to Texas A&M University undergraduate students who are sociology majors or minors. Sociology internships are available in social services, criminal justice, law, education, marketing, mass media, medical services, public policy, applied sociological research, and university student services. The internships are offered in the fall and spring semesters and the 10-week summer term.

OBJECTIVES OF THE PROGRAM

The Sociology Internship Program has the following objectives:

- To help sociology students critically assess their career options The sociology internship is an important means by which students learn about their anticipated career fields, including the expectations for professionals in the fields and the kind of work that the professionals do on a day-to-day basis. Through their internship work, students develop a better understanding of their own interests and abilities so that they can critically assess whether a career field would be suitable and desirable. This is especially helpful to sociology majors because of the large array of career fields that one can pursue with a sociology degree.
- To enhance the marketability of sociology graduates

Internships help sociology graduates stand out in an increasingly competitive job market. Prospective employers look more favorably on candidates who

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<td>2009</td>
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have some experience in the field and have proven themselves at least initially capable of the work required. In addition, internships can provide social networks to help students find jobs or facilitate acceptance into graduate or professional school.

- **To develop skills critical to their professions**
  An internship provides students opportunities to develop skills needed in their future professions. These may include hard skills, such as computer expertise, research techniques, and legal procedures. Perhaps more important, internships virtually always enable students to improve their social skills, including their ability to relate in a professional manner to clients, employers, co-workers, and significant others in the larger community, such as funding agents.

- **To meaningfully apply sociological knowledge to “real world” experiences and problems**
  Our internship program is designed to link knowledge gleaned through sociological research to the missions of the agencies in which the students intern. This helps the students see the relevance of sociological research to their career fields, which not only may stimulate their interest in their other sociology courses but hopefully will encourage them to use sociological research publications throughout their professional life to help development of their fields.

- **To appreciate and give back to the community**
  Sociology internships help the students appreciate the contributions of their agencies to the larger community. Students become more aware of problems facing the community and the challenges many of their agencies face in carrying out their missions to mitigate these problems. The interns also directly help the community by assisting the agencies in addressing these problems. In addition, the interns give back to their agencies, and indirectly to their communities, by completing sociological research projects that provide the agencies with sociological knowledge relevant to their missions.

**INTERN SELECTION AND REFERRAL**

Prospective interns must apply to the Sociology Internship Director for approval and placement. Approval is based upon a student’s academic standing, completion of methods or statistics courses, and references. Minimum qualifications are: junior or senior classification at Texas A&M University; sociology major or minor; a cumulative GPR of 3.0 OR a cumulative GPR of 2.5 with completion of SOCI 220 (Introduction to Sociological Methods) or equivalent in another major with a B or completion of both SOCI 220 and SOCI 420 (Advanced Sociological Methods) or equivalent in another major with a C. Some internships require cumulative GPRs of 3.0 or higher.

The Sociology Internship Director refers approved interns to local agencies suited to the students’ career interests,
qualifications, and personality fit with the agency’s workplace culture (e.g., some agencies require much more self-initiative and assertiveness than others). See Appendix M for a list of the agencies that interns have worked with in recent years. Some sociology interns receive placement in Washington, D.C., through Texas A&M’s Public Policy Internship Program and other interns, international placement through TAMU’s Career Center’s Work Abroad Program.

Qualifying students who find internships through their own efforts can participate in the Sociology Internship Program if the students and the agencies in which the students intern are pre-approved by the Sociology Internship Director.

MONITORING OF AGENCY AND INTERN

Sociology interns are required to submit weekly emails to the Sociology Internship Director, in which the interns described their responsibilities that week at their agencies and any problems they might be experiencing. This enables the Sociology Internship Director to monitor whether the agencies are offering the interns professional learning experiences. If not, the interns are encouraged to request more responsibility and, if necessary, the Sociology Internship Director will contact an agency on a student’s behalf. The Sociology Internship Director removes agencies from the Sociology Internship Program if the agencies do not provide the interns with sufficient professional learning experiences.

Agency supervisors are asked to submit a midterm as well as final evaluation form in which they assess the performance of their interns. If an intern is not performing up to expectations at mid-term, the Sociology Internship Director meets with the intern to discuss how to improve his or her performance and encourages the agency supervisor also to meet with the intern.

REQUIREMENTS FOR ACADEMIC CREDIT

The Sociology Internship Program offers two types of internship credit, non-writing intensive and writing-intensive credit.

Non-writing intensive internship: Most of these internships earn 3 credits of SOCI 484 (Sociology Field Experiences) or LBAR 484 (Liberal Arts Field Experiences) if the following requirements are completed:

- 100 total hours of work during the semester at an agency approved by the Director of the Sociology Internship Program.
- A first-month journal, which is a qualitative description of the intern’s observations and impressions at the agency for each day of work at the agency during the first four weeks.
- A research project culminating in a final essay of approximately 2500 words (10 pages). The project is one of two types: (1) a data analysis project, in which the intern (with permission of the agency) does either secondary analysis of data available at the agency or collects and analyzes data at the request of the agency and does a literature review of at least 5 refereed journal articles related to the topic of the
research; (2) a critical review of previous research, in which the interns reviews and critiques at least 10 refereed journal articles on a sociological topic related to the mission of the agency. Each intern meets personally with the Sociology Internship Director to choose a topic then must submit a proposal, including an annotated bibliography, for approval before beginning the project.

- A 10-minute power point presentation. In the fall and spring semesters, these are presented at an end-of-semester symposium. The presentation includes discussion of the intern’s role at the agency and the major findings of the intern’s research project. The audience for the symposium includes other students, the interns’ supervisors, and faculty in the Department of Sociology. The symposium presentations stimulate informative discussions among the audience, which enable the students, agency supervisors, and sociology faculty to learn from each other.

A few local agencies require interns to work a minimum of 15 hours per week for the duration of a 14-week semester. In these cases, the interns are given up to 6 credits: 3 credits of SOCI 484 and 3 credits of SOCI 485 (Directed Studies).

Writing-Intensive Credit: Last year, the Sociology Internship Program instituted a writing intensive section of the SOCI 484 Field Experiences class (SOCI 484-900). The writing intensive internship earns 3 credits of SOCI 484-900 that also help meet writing intensive credit requirements for the university. The requirements for the writing intensive internship are the same as for the regular internship except more extensive requirements for the research project. To obtain writing intensive credit, interns doing the data analysis project must do a literature review of 10 articles and the interns doing the critical review of previous research must review 15 refereed journal articles. For both, the minimum length of their final essay must be 5,000 words, and the interns are graded for organization, clarity of expression, punctuation and grammar as well as the substantive reporting of their research. The writing intensive internship course includes a workshop given by the TAMU Writing Center, readings about the principles of good writing, and personal instructional meetings on writing with the Sociology Internship Director. The interns submit three drafts of their completed paper, two of which they are allowed to revise and resubmit.

UNDERGRADUATE PROFESSIONAL DEVELOPMENT

We have instituted a sequence of two professional development courses to better prepare its undergraduate sociology majors for careers after graduation. The first, Professional Development in Sociology I, is a one-credit course designed to inform students about the myriad career fields that are available to sociology majors. The second course in the sequence, Professional Development in Sociology II, is a two-credit course that helps sociology majors near graduation plan for entry into their chosen career and develop skills to enhance their market
competitiveness and eventual career success.

PROFESSIONAL DEVELOPMENT IN SOCIOLOGY I

COURSE OVERVIEW
Students are introduced to a variety of career fields available to sociology majors, including different types of social services, criminal justice, law, higher education, social research, and business. Several sources of information are used in the course. The primary source is professionals who speak to the class about the nature of the work, professional expectations, credentials needed for career entry, and characteristics requisite to success in their fields. The students also attend panel discussions of career professionals that are sponsored by the TAMU Career Center. In addition, students are assigned readings about a large variety of career fields and are required to research in more depth at least one prospective career field. The students also are informed of opportunities available through Texas A&M and the local community to improve their resumes.

This course has been taught once per academic year since 2011 with average enrollment of about 30 students.

OBJECTIVES
The purpose of this course is to enable students to make informed decisions about the careers they will pursue after graduation. Many sociology students become majors after they take a sociology course that triggers their intellectual interest in sociology, but they lack knowledge of how they can use their degree. Because sociology prepares majors for so many diverse occupations, a session or two of career counseling is often inadequate to develop the students’ understanding of their career opportunities. By using professional speakers from many fields related to sociology, this course helps sociology majors develop a realistic perspective of their career options so that they can make wiser career choices. In addition, the students are encouraged to use the information they learn about their prospective careers to make timely decisions regarding course selection, experiential education, and extracurricular activities to enhance their market competitiveness after graduation.

TOPICS AND PROFESSIONAL SPEAKERS
Building A Resume
Sociology Faculty Undergraduate Advisor
Recipient of University Research Fellowship
Officers of Alpha Kappa Delta (Sociology Honorary) and Sociology Club
TAMU Study Abroad
TAMU Public Policy Internship Program Director, Sociology Internship Program Director, TAMU Work Abroad Program
Careers in Higher Education
Faculty from Department of Sociology
Careers in Applied Sociological Research
Sr. Scientist, Social Behavioral Division, Texas Transportation Institute
President, Population and Survey Analysts
Careers in Law
Managing Attorney, Lone Star Legal Aid
Anthony Drummond, Family Law Practice
Lawyer from Attorney General’s Office, Child Support Division
Shannon Flanigan, Criminal Defense Attorney
Patrick Gendron, Defense Attorney for Juvenile Offenders

**Careers in Law Enforcement**
Assistant Chief, College Station Police Department

**Careers in Criminal Justice: Supervision and Corrections**
Senior Supervisor, Brazos County Supervisions and Corrections
Deputy Director, Community Relations, Brazos County Juvenile Services

**Careers Helping Vulnerable Groups**
Vice President of Programs, Brazos Valley Boys and Girls Club
Director, College Station Head Start, CSISD
Director, Scotty’s House (temporary shelter for abused children)
Director, Voices for Children, CASA
Director, Twin City Mission, Domestic Violence Services
Director, Sexual Assault Resource Center
Representative from Brazos Valley Council on Alcohol and Substance Abuse
Director, Elder Aid
Director, Twin City Mission Homeless and Housing Services
Director, Brazos Interfaith Immigration Network

**Careers in Business Marketing**
Director of Marketing, Cortiers Real Estate

**Professional Development in Sociology II**

**Course Overview**
This course provides information and develops skills to enhance the market competitiveness and career success of our sociology majors who are near graduation. Students do in-depth research of their prospective career field, further develop their oral and written communication skills, and learn how to create professional networks. The course also provides guidance in resume preparation, selection of and application to graduate or professional schools, and job searches. Finally, the students receive training in fundamental concerns related to professional ethics, cultural diversity, and leadership.

The course is taught in a small-group seminar format that encourages interactive discussion in a socially supportive environment. The students also give numerous presentations to develop their poise and hone their speaking abilities. The student presentations and class discussions are complemented by a variety of thought-provoking presentations by the course instructors, other sociology faculty, university staff, and community leaders as well as required readings.

The course has been taught once per academic year since 2012 with an enrollment each semester of 12-13 students. To promote discussion of a diversity of attitudes and beliefs, this course is co-taught by two sociology instructional faculty members both of whom contribute to every class discussion.

**Objectives**
The purpose of this course is to prepare sociology majors for success after college. Specific objectives are to enable sociology majors to: (1) critically apply theories and methods they have learned in their sociology classes (and
other coursework) to help them discern career objectives; (2) develop their ability to communicate both written and orally in professional settings; (3) become ethical leaders; (4) thrive in an ever more diverse workplace and world; (5) successfully collaborate with colleagues and superiors. Because the majority of sociology students do not pursue graduate work in sociology, an additional objective of the course is (6) to help students understand and explain how sociology will help them in their future careers, regardless of what they choose to do.

**COURSE CONTENT**

The students choose a career they are currently planning to enter and learn about the career, including required credentials, salaries, job demand, and expectations for professionals in the field, through the following sources: The American Sociological Association’s *Facts on Jobs and Careers*, the Bureau of Labor Statistics’ *Occupational Handbook*, interview with a professional in the field, and their own research about the field.

Using resources provided by the instructors, students research graduate or professional schools related to their career field. Even students who plan to go directly into the labor market upon graduation are required to do this in case they decide to go to graduate or professional school later in their lives. Using Internet resources suggested by the instructors, the students also search for jobs in their respective fields.

Students read scholarly work on a variety of subjects, including professional ethics, leadership, issues related to diversity in the workplace, and the challenges of having a career and family. The students then analyze how this research will help them make better-informed decisions.

Students have ample opportunities to develop their ability to communicate in professional settings. All participants are required to do the following: introduce themselves with an “elevator speech,” give short presentations about their graduate school selections and available jobs in their fields, answer mock interview questions from a panel of their peers, prepare a resume and cover letter, demonstrate familiarity with social media and how to use it to successfully build social networks, write memorandum, and submit a writing sample.

In addition, there are numerous opportunities for the students to collaborate with their peers. For example, students work in teams to write and revise their mock interview questions. Then they form interview panels in which they ask each other questions likely to occur in future interviews. At the conclusion of each mock interview, we evaluate the responses as a class so as to help the student improve. Later in the semester, students work as part of small groups to demonstrate how social media can be used to promote an event or cause.
A popular feature of the course is presentations given by sociology faculty, university staff and community leaders. During the Fall 2013 semester, for example, there were several presentations from Department of Sociology faculty: Dr. Wendy Leo Moore, Sociology Graduate Advisor, addressed the characteristics of successful applicants to graduate school; Dr. Nancy Plankey-Videla spoke about diversity in professional settings; and Dr. Sarah Gatson gave a presentation on how to manage a career and having a family. Patricia Barron, Director of the College of Liberal Arts Career Center, spoke twice to the class, explaining how to write effective resumes and use social media, such as LinkedIn, to advance one’s professional goals. TAMU’s Writing Center gave a workshop on how to write clear and concisely. Representatives from TAMU’s Office of Professional Advising school advising spoke about selecting and applying to law and nursing school, and representatives from the Bush School addressed steps necessary to pursue graduate training in their programs. Students currently in the Department of Sociology and Bush School graduate programs explained how to succeed in graduate school. Finally, representatives of two community non-profit organizations in the local community spoke with our students about leadership and professional ethics.

Professional Development in Sociology I & II have successfully responded to an important need of our students: helping them to prepare for a successful life after college.

RESEARCH OPPORTUNITIES

The department offers multiple opportunities for undergraduates to get involved in research. One recent example is the hands-on research opportunities that arose from Kathryn Henderson’s TOP (Tier One Program) grant, a program supported by the Dean of Faculties and designed to encourage the integration of research into the learning experience. Supported by this grant, Kathryn Henderson took students from four classes (Qualitative Methods and Sociology of Disasters, Sociology of the Environment, Graduate Qualitative Methods and Graduate Visual Methods) to conduct participant observation and interviews while volunteering with the Bastrop Disaster Recovery Center. The students developed research reports based on their field notes and photographs, and presented their findings to the multidisciplinary research team of Sociology and Ecosystem Science and Management faculty and students. This is an ongoing project that has created research opportunities for more than 60 students so far.
The Sociology Undergraduate Research Fellows Program also provides students who are Sociology majors with the opportunity to conduct sociological research as an undergraduate student in coordination with a Texas A&M Sociology Professor. Students accepted into the program receive a stipend and work with a professor on his or her research.

Each year, the department awards scholarships of $500 to especially high performing students involved in research or internships (the Nelson/Skrabanek Award for Excellence in Undergraduate Research). Explorations: The Texas A&M Undergraduate Journal allows undergraduates to publish academic articles in an area that interests them. Explorations is a journal published by the Department of Undergraduate Research.

TEACHING OPPORTUNITIES

The Sociology Undergraduate Teaching Fellows Program provides Sociology majors with the opportunity to work as an undergraduate teaching assistant in coordination with a Texas A&M Sociology Professor. Students accepted into the program receive a fellowship and work with a faculty member in his or her course. Preference is given to students with experience or training in tutoring, writing or editing.

ASSESSMENT OF OUTCOMES & IMPROVEMENTS MADE

Our current action plan based on the assessment of outcomes in our undergraduate program has three prongs.

First, we have evaluated the usefulness of the assessment exam that we are having Sociology majors complete, and we have concluded that the assessment exam is a useful measure of the knowledge that Sociology majors are learning and plan to continue using the exam, in order to generate consistent data to enable us to track trends over time.

Second, we have developed new methods of increasing the response rate to our Senior Exit Survey (administering the survey at graduation ceremonies), which is yielding useful data about how our graduating seniors see our program. From these data we have found that there is a desire for more professional
development opportunities and more experience in writing and presenting, as well as media use. We addressed this by adding two courses (SOCI 478 & 479), offering 1 and 2 credits respectively. The first focuses on preparing for post-graduate and professional paths, including preparing application materials for graduate schools or job opportunities. The second focuses on writing, presenting and using media. Both courses have now been offered, and student response to both courses was very positive. We plan to continue offering them.

Third, we are continuing our plan to encourage everyone who majors in Sociology to do one or more of the following: complete an internship, engage in research with a faculty member, and/or enroll in the professional development seminars. Recruitment for these activities has been increased, and participation in all three activities has been good. We are working to increase the enrollments in the new professional development courses by advertising them in Sociology classes, AKD (the Honor’s society) and the Sociology Club.
CONCLUDING OBSERVATIONS

This document provides an overview of the Sociology Department at Texas A&M University, with an emphasis on the 2008-2013 period. This has been a time of growth in our undergraduate program, a time of growing focus in our graduate program on doctoral training, and a period where our faculty increased the visibility of the department through extensive engagement in the profession. The department has made significant progress since the early 1990s when it was ranked for the first time. We are proud to be among the most racially and ethnically diverse sociology graduate programs in the nation, and we have built on our strengths as a department with a particularly strong specialty in the study of race and ethnicity, without sacrificing the breadth of our training or the importance of all six specialty areas. We continue to explore a range of innovative efforts to continue to recruit a very diverse graduate student body. The faculty have established successful records in securing external funding and publishing in high-quality, visible outlets.

Despite such successes, the department still faces several obstacles to its goal to raise the ranking of the department. One significant obstacle is graduate student funding; without the support necessary to provide more stable funding to the graduate students, it is difficult to attract and nurture the most qualified students. We have made significant progress on that in the last few years, with some help from the college with particularly attractive assistantships, and help from the university with merit and diversity fellowships. Our department recently voted to offer funded students two years of funding rather than one. But most peer universities offer more generous funding guaranteed for a greater number of years. So, without more resources to offer more generous packages for graduate students, we risk the health of the program because graduate students will be placed in financial uncertainty.

While almost all of our doctoral graduates have found employment in academic settings or applied settings in which they utilize their sociological skills (such as the Census Bureau), we must also be careful to create and maintain institutional support to ensure that they continue to develop the skills and abilities necessary for the job market. So, while there is a “push” to have students complete their doctorates relatively quickly (especially with respect to the university support for tuition and departmental support for funding), there is also the very real pressure to ensure they are given the time necessary to develop quality research and publications, and to acquire teaching experience. Postdoctoral appointments could be one way in which we enable our students to develop further. We have
begun to experiment with this possibility in the last two years and are investigating more funding for such appointments.

We are proud of the development of our undergraduate program and the innovations we have created to ensure that a large number of our majors have specialized training in data analysis skills, critical thinking and experience with internships and/or fellowships. However, the increase in size and the additional writing and core curriculum requirements have created challenges to providing the kind of intensive experiences we desire. We will need to consider the kind of educational experiences that we can offer and expand the way we think about different varieties of learning.

We are continually striving to be more productive and more visible in the discipline. The decrease in our faculty size since our last review, no doubt, creates productivity issues as we have fewer people to do the same amount of work. However, we have been successful in the last few years in recruiting very well at the senior, associate and advanced assistant level.

The first requirement for excellence is a clear vision of what it entails. We believe that our standards and norms are well established and defined through our tenure and promotion guidelines, our annual review guidelines and our mentoring discussions. We have a clear sense of community as evidenced by involvement in faculty meetings and committees. We are invested in maintaining a department that encompasses enormous theoretical and methodological diversity, and are mindful this demands an atmosphere of flexibility, goodwill and belief in the department as a public good for all scholars.
PROCESS AND FACULTY INVOLVEMENT.
The Department’s Executive Committee (EC), consisting of four elected faculty members and the Department Head and Associate Head took the lead in preparing this report. They oversaw the gathering and final interpretation of relevant data and background reports prepared to facilitate department discussions of key issues. These reports were shared with department faculty to structure discussions of strategic planning at our monthly faculty meetings. In addition, concentration area coordinators held separate meetings with area faculty over the spring to discuss selected issues such as peer department comparisons and relevant metrics. EC members participated in and drew on these discussions to prepare the final version of the report.

BACKGROUND REPORTS.
Our planning effort involved a program review. For this we prepared several background reports with analyses relevant for our planning discussions. These reports document many key points that we cannot review in the available space. We provide them as separate appendix attachments. They cover a variety of topics include: the adequacy (or lack thereof) of the 2010 NRC rankings and data for comparisons of sociology departments, patterns and trends in US News and World Report (US News) overall rankings of sociology doctoral departments, patterns for US News rankings of departments by area of specialization, distributions of areas of specialization for doctoral departments, patterns and trends in placements of PhD students over time, and trends for our department relating to degree outcomes, PhD distribution by area, and PhD placements.

We next provide responses to the primary questions posed in the instructions for the strategic planning process. We follow that with discussion of various aspects of our planning strategy and related issues.

DEPARTMENT DISTINCTIVENESS.
In comparison with sociology doctoral departments nationally, we have many distinctive strengths to build on. One is that our faculty comfortably draw on the full range of diverse methods and theoretical perspectives found in sociology. For example, the faculty in our largest area of race and ethnicity draw on ethnographic field methods, in-depth interviewing, quantitative modeling of census and survey data, small group experiments, and computer simulation using agent models. This is unusual and welcome – many departments nationally have deep divisions along fault lines for differing methodological and theoretical perspectives – and it is not an accident. We actively cultivate and appreciate of the value of a wide range of methods and seek to draw on the best of what is available and needed. This provides an expanded range of learning opportunities for our doctoral students.

We are known for strength in many specific substantive domains including: deviance theory, Latino sociology, demography of Asia, experimental social psychology, sociology of culture, military sociology, and corporate malfeasance and organizational sociology. We are especially known for strength in racial and ethnic relations.
This area has high visibility in the discipline and is unusual for the extent to which it productively engages and complements all of our other program areas. Our program structure is unusually lean and efficient. We recently reduced our program concentrations to just six areas (by eliminating rural and community sociology and combining several other areas) to make us more streamlined and focused than peer departments (most of which have 9-11 areas). This has improved our competitiveness within retained areas while still maintaining program breadth necessary to attracting top students and placing PhD graduates. This strategy has involved promoting strong connections among program areas including “cross-listing” seminars where appropriate to efficiently meet student coursework needs. Our program areas have seen improvements in: faculty research productivity, size of the graduate program, graduate student research, and number and placements of PhD graduates. We are well known for having and maintaining a high level of diversity of faculty and graduate students and we also are known for active leadership in the discipline in the area of diversity. We have seen recent positive developments for developing research infrastructure including successfully re-establishing the Racial and Ethnic Studies Institute (RESI) and winning funding for the Texas Census Research Data Center (TXCRDC). We also have a legacy of diversity related grants including NSF-REU and NSF-SBE that are found in only 4-5 sociology departments. Most are among our aspirant peers (i.e. Stanford, Pennsylvania, Southern California, UT-Austin).

DISTINCTIVENESS IN COMPARISONS WITH UNIVERSITIES IN TEXAS AND THE REGION.
UT-Austin is the only doctoral program in the state and region of surrounding states that is ranked ahead of our department. UT-Austin has been a top 20 program (top-10 public) for many, many decades; indeed it was at that rank decades before the TAMU College of Liberal Arts was established. In comparison to us, it has a larger faculty, a much larger graduate program, and significant advantages in resources and in research infrastructure in many crucial areas. The department is comprehensive with strengths in many substantive areas. Its population group is nationally prominent and maintains its position by routinely recruiting established senior faculty from other highly ranked departments. UT-Austin ranks above our department in national reputation, PhD production, and placements. This is a legacy of their long history as the most favored, and for decades the sole, comprehensive research university in the state system. That said, we have risen in recent decades to become the clear second-ranked department in the surrounding multi-state region. We do not compete directly with UT or duplicate their specialties. Our comfortable melding of diverse methodological and theoretical perspective makes us distinctive and attractive. In contrast, UT has a history of division and strife between different methodological camps. This particularly distinguishes our racial and ethnic group from UT’s. Consequently, our department provides graduate students with training opportunities not always available elsewhere, an advantage for graduate student recruitment and placement. Our demography group likewise does not compete with the UT-Austin population group. The focus of our group is on ethnic demography,
immigration, social disparities, and Asia; their focus is on aging, mortality and health. The TXCRDC initiative will further enhance our distinctiveness in the state and region. It will bring leading researchers throughout the region to TAMU, making us a focal point for research and scholarship in many areas. This resource will bring UT faculty to TAMU, reversing the typical pattern of TAMU faculty going to Austin to gain access to vital research infrastructure. Similarly, UT-Austin does not have anything comparable to our Racial and Ethnic Studies Institute, a notable advantage for our competitiveness in that area.

Over the past two decades we have been steadily separating ourselves from other doctoral programs in the region and closing the gap with UT. Aside from UT-Austin, no doctoral programs in the broad region are serious rivals and we no longer lose students to any of them as once was the case. Among sociology doctoral programs in the region, we rank ahead of Arizona State, Baylor, Kansas, LSU, Mississippi State, Missouri, Nebraska, New Mexico, North Texas State, Oklahoma, Oklahoma State, Rice, UT-San Antonio (with a PhD program in demography), and Tulane. Of this group, only Rice has the potential to rival us. Their doctoral program is new but is receiving huge investments in new faculty, programs and research infrastructure.

**DEPARTMENT STRENGTHS.**

All of our areas have multiple strong points, but racial and ethnic relations stands out as the area that outside observers would view as the most nationally prominent. It has a large and diverse faculty group anchored by senior faculty known for leading contributions in general and critical race theory, race and mental health, Latino sociology, stereotyping, the demography of racial and ethnic groups, and ethnic inequality and segregation. In addition, the group has a deep roster of rising scholars specializing in ethnography, historical-comparative race, race and law, immigration, assimilation, and ethnic entrepreneurship. The most relevant measures of department and individual achievement include: maintaining a core of active and accomplished senior faculty to anchor and lead the area, influential and distinctive ideas and research themes, high-impact journal articles and books, honors and recognitions, graduate student research and awards, faculty and graduate student diversity, and number and placements of PhD graduates.

**BENCHMARKS.**

Nationally, our immediate peers are departments in public universities that are ranked near us (35-50) in US News rankings (e.g., Florida, University of Illinois-Chicago, Michigan State, Washington State, UC-Riverside, North Carolina State). Our aspirant peers are departments in public universities that are ranked above us including departments within realistic “striking distance” (e.g. Iowa, Florida State, UC-Davis, SUNY-Albany) and, for best exemplars, the elite [top-10] departments (e.g. Wisconsin, Michigan, North Carolina, UCLA, Indiana, UT-Austin, Ohio State). In racial and ethnic relations, our immediate peers include

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6 References to rankings are for departments from both public and private universities.
departments we view as in the bottom half of the top 12-14 departments (public and private) for the area (e.g., Minnesota [7], Ohio State [9], UT-Austin [13]) and our aspirant peers include departments in the top half (e.g., UCLA [3], UC-Santa Barbara [5], UC-Irvine [6].)

**METRICS.**

We assess progress of our department and our areas on many dimensions. We consider a range of items that are relevant for external audiences (as well as ourselves) including: building and maintaining a core of accomplished senior faculty to anchor major areas and graduate concentrations, active/rising assistant and associate professors, high visibility articles and books, academic honors, high-level professional roles and services, number and placement of PhD graduates, faculty and graduate student diversity, grants and awards, and graduate student research. In addition we monitor the following key aspects of internal dynamics: area coherence regarding goals and initiatives; collegiality, complementarity, and mutual support across areas; mentoring junior faculty; and engagement in recruiting and mentoring graduate students.

**CONTINUITY OF CURRENT AND PAST STRATEGIC PLANNING.**

Our present planning effort builds on strategies our department has adopted and refined over the past 15 years. The key elements of the plan are as follows. Around 2003-2004 we identified Racial and Ethnic Relations as our area with the greatest potential for national prominence and made it a primary focus for strategic investment. Based on this, we competed successfully in a university-wide competition and won significant investments to enhance racial and ethnic relations as a “signature area” (not our term). The subsequent results have been positive. Based on this, we affirm here that we continue to view Racial and Ethnic Relations as our single strongest program area and our best candidate for strategic investment and focus. Two other strategies warrant mention here. One is that we have made a successful transition to orienting our graduate program structure exclusively to the PhD degree and to training and mentoring our PhDs to compete successfully for positions in sociology departments with graduate programs. The other is that we maintain a lean and focused graduate program structure that has set our number of areas of specialization at the minimum level that is viable for competing successfully with higher ranking sociology doctoral programs.

**TAKING STOCK: CURRENT STATUS AND RECENT TRENDS IN DEPARTMENT STANDING.**

The Sociology Department and its graduate program have advanced markedly in the recent past. A decade ago, the majority of students in the program were seeking terminal MS degrees and we rarely succeeded in recruiting the top PhD prospects in our graduate applicant pool. In addition, PhD production, graduate student research activity, and academic placements of PhD students were modest. Since then there have been notable improvements in these areas and they have derived primarily from the impact of the initiatives from our earlier planning efforts. For example, the refinements in the structure of our graduate program mentioned earlier combined with improvements in university funding for graduate students to make our graduate program more attractive to prospective students while at the same time improving seminar
efficiency based on a lean program structure. Even greater benefits derived from our success in university- and college-wide competitions resulting in investments of new faculty lines in racial and ethnic relations to strengthen it further and establish it as a “signature area” for our department. This enhanced the department overall as well as the area itself and it elevated our graduate program. Our success in recruiting the top candidates in our PhD applicant pools has improved, student research has increased, and PhD production and placements have improved; for example, in 2005 our PhD placements in graduate departments ranked 51st among all doctoral departments and in 2010 this improved to 35th. Our department’s standing in the discipline also improved; we are among a small group of departments that saw major improvement in US News rankings over the period 1998-2009 (54th, 49th, 41st).

**OUR CANDIDATE AREA FOR STRATEGIC INVESTMENT.**

The case for strategic investment in an area must meet a considerably higher standard. With this in mind we note several indicators relevant for making the case for strategic investment in the area of racial and ethnic relations. The indicators are (a) visibility and depth of the faculty in the area, (b) potential for the area to be recognized nationally for excellence, (c) favorable infrastructure to facilitate future accomplishment, (d) ability of the area to attract top doctoral students and place them well. On all of these indicators, the area of racial and ethnic relations stands out from the other areas in our department and it also fares well in comparisons with peer departments nationally.

Regarding the visibility and depth of faculty in the area, the area of racial and ethnic relations has many highly visible senior faculty recognized as leaders based on standard metrics such as quantity and influence of research and scholarship, honors and awards (Feagin, Saenz, Keith, Murguia), established senior scholars whose research interests intersect directly with racial and ethnic relations (Sell and Fossett), and a large and cohesive group of emerging/rising faculty who contribute centrally to the area (May, Valdez, Jewell, Gatson, Moore, Suzuki). While no database exists to permit definitive department comparisons of faculty accomplishment and depth by specialty area, it is indisputable that this faculty group is quite strong in peer comparisons in terms of depth, recognition and diversity of methodological expertise and theoretical perspective.

There is also great potential for the area to be recognized as nationally prominent. The faculty group in this area attained critical mass with a wave of hires in the 2004-2007 time frame. It includes senior scholars ranking among the top leaders of different subareas with racial and ethnic relations (Feagin-critical race theory, Saenz-Latino sociology, racial-ethnic demography, Keith-race & mental health, Murguia-Latino sociology, Sell-stereotyping, Fossett-ethnic inequality and segregation). We believe this contributed to TAMU’s significant rise in the sociology rankings in the US News rankings in 2009 and to many advances in our graduate program. We explore this in more detail based on examining available US News area rankings for all of the specialty areas in our department. From this we concluded that the area of racial and ethnic
relations likely held the highest areainspecitc reputation in peer comparisons and it also had the best potential to be recognized in the top 5-10 in peer comparisons with further strategic investment.

In addition, significant research infrastructure at TAMU can particularly benefit this group and can facilitate recruitment of additional leading researchers in the area. The Racial and Ethnic Studies Institute directed by Keith has the capacity to bring together researchers to investigate a wide range of issues relating to minority health and health disparities. Similarly, the Texas Census Research Data Center (TXCRDC) under the leadership of Fossett has the capacity to bring together researchers to investigate the demography of racial and ethnic groups and racial and ethnic inequality and disparities more broadly. Significantly, Keith’s involvement in the TXCRDC proposal shows the potential for RESI affiliated researchers to draw on the capabilities of the TXCRDC.

Based in significant degree on the strength of our faculty in the area of racial and ethnic relations, we now receive a steady stream of strong applicants to our doctoral program who have interests in this area. These students compete successfully for internal and external funding support – for example, for the past three years one of our students has received an attractive and highly competitive Minority Fellowship award from the American Sociological Association. We are able to win them here over peer departments based on the attractive intellectual environment we can offer. Once here they are progressing to PhDs and placing well. Our review of placement data documents that we fare well in comparison to peer departments. The data show that the trend is moving upward and the potential for this to continue on its current upward trajectory is quite good. Students are drawn here by several key things. One is the diversity of methods and perspectives within our group. Another is the racial and ethnic diversity of our faculty and graduate student body, which creates a supportive climate for graduate students of color. Another is our demonstrated success in mentoring students to the PhD and to success in the profession. Another is the fact that our racial and ethnic group intersects with other department areas in positive ways that greatly benefits the training and placement of students in this area.

The greatest contributions to our department’s good and improving record on graduate student placements comes from students in race and ethnic relations and in the demography area, and the two are often joined when students major in one and minor in the other. The two areas account for over half of our PhDs and the combination of R&E with demography is the most common combination among any pair of our areas.

Due to space limitations, we do not review our other areas of specialization here (we did provide notes in our progress report which was deemed too long). All of the groups were included in the previously mentioned analyses of comparisons with peer departments on US News area rankings. While each of the areas has notable strengths and makes contributions to research, scholarship and graduate teaching vital to our department’s ability to compete with peer departments to provide a
credible intellectual environment for recruiting top graduate students, our review indicates that the area of racial and ethnic relations stands out as the one for which the strongest case for strategic investment can be made.

We do note that the advancement of the area of racial and ethnic relations depends on maintaining the viability of the other five areas of our graduate program. One of the strengths of our racial and ethnic group is that it connects strongly with all of the other areas introducing valuable exposure to diversity of methodology and theory. Thus, not only do the other five areas all directly contribute to our overall department standing through their research and scholarship, by attracting good students, and by producing PhDs and desirable placements on a regular basis, they also directly strengthen the area of racial and ethnic relations. In particular, our PhD graduates in racial and ethnic relations are competitive on the academic job market due in part to their broad rather than narrow training and based on being able to contribute in areas outside of racial and ethnic relations.

In sum, based on thoughtful review of the evidence, we believe our six areas are necessary for the successful future of our graduate program. In the past and going forward we seek to invest strategically to enhance racial and ethnic relations as our signature area. As we go forward, however, we will seek to sustain and refine the arrangements in place that have served us well. There are few potential benefits to reducing our program areas below six and systematic review of strategies adopted by peer departments indicates that doing so would risk harming our graduate program as a whole.

**SPECIFIC NEEDS AND REQUESTS.**

At present we are facing a serious loss with the departure of Rogelio Saenz. He was a central figure in our department and prominent nationally as evidenced most notably by his current status as candidate for President of ASA. We must seek to replace him with a senior-level hire that can replicate his ability to contribute to the intersection of racial and ethnic demography and racial and ethnic relations. In addition it is important that this hire have the ability to connect productively with the TXCRDC, RESI, or both. We also anticipate losing a key person in the area of political and economic sociology. We request to hire at the junior level in that area with the specification that the successful candidate must connect productively with the TXCRDC, RESI, or both. This is a crucial juncture for these significant resources and they have the capacity to attract top candidates based on the potential benefits they can bring.
FINDINGS: PROGRAM STRUCTURE AND OVERALL STANDING.

Without exception, top ranking programs in sociology provide graduate students intellectual environments with broad options for specialization and for advanced coursework and training outside of an area of primary specialization. For example, out of the top 30 departments in the US News rankings for 2009, all but one offers at least nine specialty areas. Furthermore, overall department standing correlates closely with the simple count of the number of areas in which a department has recognized strength (more specifically, the correlation between number of strong areas an overall program rank is 0.87). As shown in Figure 1, the relationship is nonlinear. (The correlation reported in the body of the text is based on fitting a nonlinear relationship.) The biggest range seen for peer departments) as it would be certain to damage our program standing. It is crucial that our students have the benefit of being exposed to a range of areas in addition to being trained well in a specific field. Without this, they will be seen as overly narrow.

FINDINGS: DOCTORAL PROGRAM OUTCOMES.

Our analysis of data on our doctoral program documents the following trends. (1) Doctoral production has increased substantially and is on a trajectory to continue upward. (2) Doctoral placements in faculty positives have increased. (3) Doctoral placements in graduate programs – a key metric for gauging program success – are increasing both overall and relative to peer departments. (4) All of our program areas are producing PhDs on a regular basis and placing them in faculty positions.

FINDINGS: PHD PLACEMENTS.

(1) PhD placements in graduate departments are dominated by the top 20-30 ranked departments. This is a key metric of program strength that we are improving on. (2) Department standing is strongly correlated with number of placements. (3) No highly ranked department has a small graduate program. The few that are below average in size are wealthy privates with exceptional resources for recruiting and supporting relatively small, but elite entry cohorts. (4) Placements are exceedingly incremental improvement in rankings occurred for the step from no ranked areas to 1 or 2 ranked areas. After that, increases in additional ranked areas continues to improve overall ranking, but at a decreasing rate.

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7 The lone exception offers eight specialty areas as (two more than our department offers).
8 As shown in Figure 1, the relationship is nonlinear. (The correlation reported in the body of the text is based on fitting a nonlinear relationship.)
hierarchical; departments rarely place students in departments above their own department’s standing.

**FINDINGS: PATTERNS AND DETERMINANTS OF DEPARTMENT STANDING.** Our analysis of trends in department rankings yields several instructive findings. (1) The Top Tier of sociology doctoral departments (ranks 1-20) is dominated by wealthy private universities (50%) and elite “flagship” public universities. (2) The Second Tier of doctoral departments (ranks 21-40) has a mixture of well-to-do private universities (30%) and “primary” flagship public universities; the Third Tier of doctoral departments (ranks 41-60) has mainly “secondary” flagship public universities and a few, less wealthy privates (10%). We have moved up into the boundary region of Tiers 2 and 3. (3) The positioning of departments in these broad “tiers” is highly stable over time; most movement across tiers involves “short-distance” moves at the boundaries. (4) Dramatic upward moves in department ranking as we have made are unusual. Case analysis reveals clear correlates of change in department standing. Departments experiencing notable upward moves in the rankings tend to benefit from several or all of the following: (a) sustained & consolidated faculty growth, (b) multiple, externally recruited, high-profile senior faculty, (c) increased support for graduate programs and research infrastructure, and (d) retention/replacement of key senior faculty. The same case analysis indicates that notable downward moves in rankings tend to involve several of the following: (a) net loss in positions, (b) steady resource disinvestment, (c) net loss of key senior faculty, and (d) conflict and/or loss of department cohesion.

**RELATIONSHIP OF CURRENT STRATEGIC PLAN TO PREVIOUS SOCIOLOGY STRATEGIC PLANNING**

(This was included as Appendix A in the 2011 strategic planning document.)

The Sociology Department has conducted several major strategic planning exercises over the past fifteen years. This document describes successful strategies we adopted based on earlier planning exercises and notes how the current plan builds on these and refines them.

**ADOPTING A LEAN PROGRAM STRUCTURE**

The department undertook a strategic review of the department’s graduate program structure in 1995 and concluded that it could be significantly improved by restructuring to adopt a leaner and more focused program structure. Based on this we implemented the following measures.

- We eliminated and combined program areas to better sharpen our program’s focus. We initially reduced from 12 areas to 8 areas.
- Later around 2001-2002 we reduced again down to 6 areas. These changes have been successful in promoting the intended outcomes. But this has required careful oversight as we are at or near the minimum number of areas that is viable for a nationally ranked sociology doctoral program. We based this conclusion is based on the fact that no department ranked ahead of us in the US News and World Report rankings of sociology doctoral programs has
fewer areas than us and the overwhelming majority have 9 or more. (The data establishing this are reviewed in detail in a separate appendix.)

• We implemented selective cross-listing of seminars by areas to improve seminar efficiency and speed student progress to completing course requirements. These changes and subsequent refinements have been successful.

• We streamlined degree requirements to permit greater student focus on specialized research and publishing. These changes and subsequent refinements have been successful.

ADOPTING A FOCUS ON THE DOCTORAL DEGREE

In the period 2000-2001 the department undertook additional planning reviews in responding to significant new opportunities to compete for targeted investments to expand doctoral programs. Based on these reviews, we adopted several program changes. We note two of them here.

• We chose to place our emphasis on the PhD program in keeping with the Vision 2020 call to fulfill Texas A&M’s mission as one of only two flagship research universities in Texas. Based on this we ceased accepting students for terminal MS degrees. This change was successful and had a significant positive impact on elevating the standing of our graduate program.

• We dropped a previous program structure of actively recruiting students for both applied as well as academic career tracks. We moved our focus to that of training and mentoring students to be successful in pursuing careers in academic settings. These changes were successful and promoted a more cohesive graduate student culture based on sharing common goals.

WINNING UNIVERSITY SUPPORT FOR INVESTMENT IN RACIAL AND ETHNIC RELATIONS AS A “SIGNATURE AREA”

Around 2003 the department embarked on a path of identifying one of its program areas to be designated as a “signature area” – an area of particular program focus which would be a target for significant strategic investment. The department put forward a proposal to establish Racial and Ethnic Relations as a “Signature Area” for inclusion in two levels of competition, first within the College of Liberal Arts and then second in the University. Our plan was successful in this competition and we won support for substantial college and university investments aimed at strengthening racial and ethnic relations as the “signature area” of our department. This included the addition of additional faculty lines in the area including two senior-level hires and two junior-level hires.

The adoption of Racial and Ethnic Relations as our area of strategic investment has been very successful. We had strengths in this area to begin with. The additional lines, and especially the recruitment of Joe Feagin, one of the leading scholars in the area of racial and ethnic relations in the country, amplified these strengths. We now have one of the top departments nationally in
the area of racial and ethnic relations and we attract top graduate prospects who are interested in this area to our graduate program. In addition, our PhD placements in this area, and also for the department overall, have increased in both volume and quality of placements in academic settings.

CONSOLIDATING AND BUILDING ON SUCCESS FROM PREVIOUS STRATEGIC INVESTMENT
Our previous strategic planning has been thoughtful, data driven, and subject to close and continuing review and refinement. Our current plan is strongly informed by these previous efforts and the lessons we have learned from them.

Our past investment in Racial and Ethnic Relations has succeeded exactly as one would hope. It has elevated the standing of our department and our graduate program. Accordingly, our current strategic plan seeks to build on this by requesting new investments to replace a key senior loss in the area of Racial and Ethnic Relations with the departure of Rogelio Saenz.
APPENDIX B. SOCIOLOGY DEPARTMENT BYLAWS

Bylaws of the Department of Sociology, Texas A&M University


The Department of Sociology at Texas A&M is committed to open forum, with matters decided by majority vote of the present voting members of the department. Exceptions to this general rule must be so stated in these bylaws.

I. Issues Related to Departmental and Committee Membership
   A. Voting Membership: Only those tenured or tenure-track within the Department of Sociology shall be voting members of the Department of Sociology.
   B. Voting members are entitled to attend departmental meetings, to vote on departmental matters, and to serve on departmental committees.
   C. Graduate Students may elect one graduate student member to attend departmental meetings that do not consider personnel matters, or matters in which particular graduate students are being discussed. That one member has limited voting rights, as specified in Section E.
      1. Graduate students may elect one graduate student member to the standing committees (with the exception of the executive council).
      2. Undergraduate students may elect one student member to attend the undergraduate program committee meetings that do not consider personnel matters, or matters in which particular undergraduate students are being discussed. That one member has limited voting rights, as specified in Section D, pertaining to the meetings attended.
   D. Full-time academic professional track faculty, Distinguished lecturers and Senior lecturers have limited voting rights, as specified in Section E. They may attend all departmental meetings except those concerning personnel matters for (a) tenured or tenure-track faculty or (b) academic professional track faculty of their own rank or higher, and vote on all issues that arise in these meetings.
   E. Unless personnel matters are under consideration, all departmental or committee meetings, except the meetings of the executive council, are open.
      1. Upon request from a voting member, all persons who are not voting members of the department will leave and a privileged discussion concerning closing the meeting can occur. A majority vote of the present voting members can close a particular meeting to outside members or other individuals.
      2. Those with limited voting rights may not vote on personnel matters for (a) tenured or tenure-track faculty or (b) academic professional track faculty of their own rank or higher, or other issues that arise within closed department and closed committee meetings.
II. Organization and Positions
A. Department Head

1. Functions
   a. To represent the interests of the department and faculty to other departments, administrative officials and the larger community.
   b. To preside at departmental faculty meetings.
   c. To act as executive officer of the department in implementation of policies.
   d. To be responsible for the daily functioning of the department and its offices.
   e. To report to the faculty concerning the departmental budget and other matters pertinent to the faculty.
   f. To serve on the executive council.

2. Appointment and term of office
   a. The department head appointment and tenure are determined by the rules and regulations of the university.

B. The Associate Department Head

1. Functions
   a. To serve in the capacity of department head in cases where the department head is unable to serve.
   b. To attend executive council meetings as a non-voting member, unless elected, and to serve as recorder.
   c. To perform such duties relating to departmental matters as may be assigned by the department head and to advise the department head.

2. Appointment
   a. The Associate Department Head is appointed by the Head in consultation with the Executive Council and the approval of a majority of the voting members of the faculty. The Associate Department Head serves at the discretion of the Department Head to be appointed or reappointed by faculty majority vote every four years.
   b. The Associate Department Head shall be compensated for duties as agreed upon with the Department Head.

C. The Graduate Advisor

1. Functions
   a. To provide information to perspective graduate students regarding assistantships and program requirements.
   b. To represent the department on college or university committees that directly concern graduate advising.
   c. To provide information to students upon their arrival.
   d. To implement departmental policies regarding the graduate program.
e. To serve as the Chair of the Graduate Committee for Recruitment and Retention.

2. Appointment
   a. The Graduate Advisor is appointed by the Head in consultation with the Executive Council and the approval of a majority of the voting members of the faculty. The Graduate Advisor serves at the discretion of the Department Head to be appointed or reappointed by faculty majority vote every four years.
   b. The Graduate Advisor shall be compensated for duties as agreed upon with the Department Head.

D. The Undergraduate Advisor
   1. Functions
      a. To coordinate the advising of undergraduate sociology majors.
      b. To recruit sociology majors.
      c. To advise and assist undergraduate students in registration.
      d. To implement departmental policies regarding the undergraduate program.
      e. To serve as the Chair of the Undergraduate Program Committee.
   2. Appointment
      a. The Undergraduate Advisor is appointed by the Head in consultation with the Executive Council and the approval of a majority of the voting members of the faculty. The Undergraduate Advisor serves at the discretion of the Department Head to be appointed or reappointed by faculty majority vote every four years.
      b. The Undergraduate Advisor shall be compensated for duties as agreed upon with the Department Head.

E. Standing Committees and Ad hoc Committees

Standing committees are committees that continue from year to year. Standing committees can be created or dissolved by a majority vote of the voting members of the faculty. With the exception of the Executive Council, the head appoints faculty members to these committees. All faculty shall be asked for their committee preference at the beginning of the academic year. The Department Head, in consultation with the Associate Head, will consider these faculty preferences in committee appointments.

Ad hoc committees are created for a specific purpose or goal. Ad hoc committees can be created by the department head or they can be created by a majority vote of the voting members of the faculty. Upon completion of their particular tasks, these committees will be dissolved by the appointing authority.

1. Executive Council
   a. Functions and duties include:
      1. To prepare agenda for departmental meetings
2. To act for the department in emergency matters and to report to the faculty on actions so taken as soon as possible, but no later than one month after the action has been taken.

3. To serve as an advisory board to the head.

4. To conduct the annual reviews of the faculty.

5. To consult with the head regarding matters of salary increases and counter-offers.

6. To consider any other matter that might be brought to its attention by members of the faculty.

7. To distribute minutes from the Executive Council meetings in a timely fashion.

b. Membership

1. The executive committee should consist of 4 elected members.

2. All voting members of the department are eligible to vote.

3. Voting for council members shall be conducted by secret ballot within the first month of the fall semester.
   a) The two people receiving the largest number of votes are considered the executive council members.
   b) In cases of ties, a runoff election shall be held.

4. Results are made available to the voting members of the faculty.

5. Terms are two year, staggered terms so that two positions are decided each year.

6. The Associate Department Head is an ex officio, non-voting member of the executive committee (unless he or she is elected, in which case the individual is a voting member).

7. Elected members cannot serve two consecutive terms.

8. The Department Head is a fifth, ex officio, voting member.

2. Graduate Recruitment and Retention Committee

a. Functions

1. To admit or deny admission to the graduate program.

2. To evaluate, on at least an annual basis, the progress of graduate students and make decisions concerning retention.

3. To award department assistantships and other monies under departmental control that are available for recruitment and retention.

4. To increase the pool of qualified applicants to the program.

b. Membership

1. The Committee Chair is the Graduate Advisor.

2. The Committee membership will include at least four other faculty members.

3. Graduate Program Committee

a. Functions
1. To serve as a graduate course curriculum committee to recommend courses, changes in courses and coordinate the concentration areas courses.

2. To maintain a manual of current procedures for graduate students that specifies the requirements, rules and regulations to which they are subject. This manual must be approved by the faculty and when so approved becomes a supplement to these bylaws.

3. To suggest policy changes regarding the graduate program to the department.

b. Membership

1. At least four faculty shall serve on the committee.

2. The appointed chair shall have served on the committee at least once before becoming chair.

3. The Graduate Advisor will be a member of the committee.

4. The Undergraduate Program Committee

a. Functions

1. To serve as an undergraduate course curriculum committee to recommend courses, changes in courses and coordinate the courses required for undergraduate majors.

2. To suggest policy changes regarding the undergraduate program to the department.

b. Membership

1. At least four faculty shall serve on the committee.

2. The Undergraduate advisor serves as chair of the committee.

5. The Student Award Committee

a. Functions

1. To nominate and select those undergraduate and graduate students for scholarships or special awards.

2. To allocate monies available for various awards.

b. Membership

1. At least 3 faculty shall serve on the committee.

6. The Graduate Instructor Mentoring Committee

a. Functions

1. To help graduate students develop course syllabi and other course materials.

2. To coordinate classroom observations of graduate students.

b. Membership

1. At least three faculty shall serve on the committee.

7. The Colloquium Committee
a. Functions: To coordinate and schedule speakers.
b. Membership: At least four faculty shall serve on the committee.

III. Meetings, Quorum and Voting Procedures

A. Meetings and Quorum
1. The Department shall meet at least once during the regular semester and at other times called either by the Head or by request to the Head of at least 20% of the voting members of the department. When such a request is received, the Head will call a meeting within 2 weeks.
2. An agenda for each meeting (regular or special), to include specific motions to be voted on, shall be sent to all members at least three working days before the meeting. New business will be the last item on all department meetings of the full faculty.
3. A Quorum will consist of not less than half of the voting members who are not on leave or full-time administrative assignment outside of the department.
4. No proxy votes are allowed in faculty meetings, except when both a. and b. below are met:
   a. The proxy is transmitted with respect to a specific motion, and
   b. The proxy is transmitted to the Department Head or the Associate Department Head.
   c. In the event the original motion is amended or substituted, the Head and Associate Department Head will determine whether the proxy applies to the amended or substituted motion. Any voting member present may challenge the decision and request a vote for final determination.

B. Voting Procedure
1. A secret ballot shall be used for all personnel decisions, elections, or whenever one voting member requests it.
2. Ballots shall be counted by two faculty.
3. Voting procedures for faculty hiring of interviewed candidates.
   a. A quorum is defined as earlier. Proxies may be submitted and counted as defined earlier.
   b. Abstentions do not count in the total number of votes cast.
   c. The faculty cast an acceptable/unacceptable vote on each candidate. Acceptable/unacceptable is decided by majority vote. A majority is more than 50% of the votes.
   d. Each faculty member votes for one of the candidates in the pool of candidates that were considered acceptable by a majority vote of the faculty.
   e. If a candidate receives a majority of the votes, an offer will be extended to that candidate. If no candidate receives a majority of the votes, the candidate receiving the fewest votes is (temporarily) dropped from the pool and the faculty vote on the candidates remaining in the pool of candidates. This procedure continues until one candidate receives a majority. The first candidate to receive a majority of the votes is the first choice candidate and is offered the job.
f. The second choice candidate, third choice candidate, etc. are determined in the same manner. (On this vote, all candidates that were in the original pool and not previously voted as the first choice, etc. are placed back in the pool of candidates.) In the event that only one candidate exists, the following procedure is followed:
g. The acceptable/unacceptable vote follows the above procedure.
h. A yes/no vote is cast for the candidate. If the candidate receives a majority of the votes, the candidate is offered the job.

IV. Amendment
The Department of Sociology may amend its by-laws at any time, subject to consistency with requirements of the College and University. An amendment may be proposed by written resolution presented to faculty members at least three working days prior to a department faculty meeting. A proposed amendment to the by-laws is adopted when it has been approved by a simple majority of the voting members of the department.

V. Adoption
The by-laws shall be discussed in departmental meetings. In these discussions the draft shall be subject to amendment by a simple majority vote of the members present. The final draft (as amended) shall be submitted to all voting members of the department for ratification by secret ballot.

Addendum (added 11/4/2005)

Voting Procedures for Faculty Hiring of Interviewed Candidates

The procedure described below was developed by an ad hoc “Committee on Voting Procedures for Hiring” and adopted by the Sociology Department. The text below was taken from a memorandum of June 12, 1998 to Rogelio Saenz, the department head at the time, from Harland Prechel, the chair of the committee.

This was incorporated into the department bylaws.

The Department of Sociology Voting Procedures for Faculty Hiring
1. A quorum is defined as in the bylaws. Proxies may be submitted and counted as defined in the bylaws.
2. Abstentions do not count in the total number of votes cast.
3. The faculty cast an acceptable/unacceptable vote on each candidate. Acceptable/unacceptable is decided by majority vote. A majority is more than 50% of the votes.
4. Each faculty member votes for one of the candidates in the pool of candidates that were considered acceptable by a majority vote of the faculty.
5. If a candidate receives a majority of the votes, an offer will be extended to that candidate. If no candidate receives a majority of the votes, the candidate receiving the fewest votes is (temporarily) dropped from the pool and the faculty vote on the
candidates remaining in the pool of candidates. This procedure continues until one candidate receives a majority. The first candidate to receive a majority of the votes is the first choice candidate and is offered the job.

6. The second choice candidate, third choice candidate, etc. are determined in the same manner. (On this vote, all candidates that were in the original pool and not previously voted as the first choice, etc. are placed back in the pool of candidates.)

In the event that only one candidate exists, the following procedure is followed:

1. The acceptable/unacceptable vote follows the above procedure.
2. A yes/no vote is cast for the candidate. If the candidate receives a majority of the votes, the candidate is offered the job.
APPENDIX C. SOCIOLOGY DEPARTMENT GUIDELINES FOR THE EVALUATION OF TENURE-TRACK FACULTY

Procedures

Annual Evaluation: The evaluation period is for one calendar year (January through December) and is not a cumulative record of a faculty member’s performance. One exception is the rolling credit described below. The Faculty Evaluation will be initiated by the Department Head on an annual basis, at the end of the fall semester.

Each faculty member must complete the annual faculty evaluation form at the end of the Fall semester each year. Any faculty member who does not submit an evaluation form after two requests cannot be evaluated and subsequently cannot be considered for a raise. The evaluation procedure will be done at the beginning of the Spring semester so that individual faculty receive their evaluations by mid-March. (2/98)

Process: Each faculty member will complete the attached faculty evaluation form; supply copies of any book or article manuscripts which are in press, but not yet published. All faculty should submit their student evaluations when they become available. The College conducts this evaluation each semester. In addition to student evaluations, other evidence of teaching may be submitted: syllabi, texts, chair and membership on Masters and Ph.D. committees, the teaching of 485s and 685s, and work with master teachers who have observed a faculty member’s classes to review teaching.

All faculty are expected to update their vitae at the beginning of each semester. The faculty vita file is kept by the secretary.

Each faculty member will be evaluated in each of the three areas of teaching, research, and service. These areas will be weighted as follows:

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<td>Advising and Coordinating</td>
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<td>Standard</td>
<td>50%</td>
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<td>Research</td>
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<td>Teaching</td>
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Salary increases will be determined by weighting the faculty member’s scale score in each of these areas by the percentage the area contributes to the entire workload of the faculty member. These percentages are not to be considered absolute. They are approximate guidelines.

Medical Leave: If a person is on medical leave, merit scores for teaching and service should be calculated based upon the preceding 2 years the faculty member was in residence. Merit scores for research should be based upon the person’s choice of either the present year’s accomplishments or the mean of the preceding 2 years.
Research or other Leave: If a person is on research or other leave, merit scores for teaching and service should be calculated based upon the preceding 2 years the faculty member was in residence. Merit scores for research should be based upon the person’s research accomplishments for the present year. (11/97)

Standards

The faculty of the Department of Sociology are working to achieve the highest standards of the discipline. We wish to encourage appropriate faculty investment in long-range scholarship. Furthermore, we are aware of the year-to-year fluctuations in the size of the available salary pool. Thus the annual evaluation will give consideration to the quality of the overall record while placing primary focus on the efforts of the preceding year.

The evaluation will be based on the quality and quantity of the following types of work (the order of the items does not indicate relative importance):

Research:
- Original research and theoretical monographs
- Refereed journal articles
- Anthologies, edited books and special issues of journals
- Journals
- Textbooks
- Book chapters
- Book reviews
- Funded grants
- Invited presentations and papers
- Papers given at meetings
- Research awards

Credit will ordinarily be given for published works in the year they are published. Rolling credit will be given for original book manuscripts. In order to ensure the historical compensation that such works merit, credit will be given in the year the book is in press and in the following year. (Published work and materials either in press or accepted for publication should be submitted to the Department Head as they are published or accepted so that they will be part of the faculty member’s dossier at the time of the review.)

Individuals will receive credit for externally funded research held in the year of the evaluation. Special recognition will be given in the first year of an externally funded project.

Awards for distinguished scholarship will be given credit in the year they are received.

Teaching:
- Advising Doctoral and Master’s students
- Number of courses taught
Teaching awards
College Student Evaluations of Faculty Teaching
Syllabi for courses taught
Student advising at the graduate and undergraduate levels
685s and 485s taught
Reports of work with master teachers

All faculty should submit their student evaluations when they become available. In addition, other evidence of teaching such as that listed above may be submitted.

Awards for teaching will be given credit in the year in which they are received.

Service:
Number and level of participation on committees:
  - Department
  - College
  - University
  - Profession
  - Editorial boards
  - National review committees
Organization of major professional conferences:
  - National
  - Regional
  - State
  - Local
Organization of sessions at professional meetings:
  - National
  - Regional
  - State
Discussant at professional meetings:
  - National
  - Regional
  - State
Community Service
  - National
  - Regional
  - State
  - Local

Credit for service will be given for substantial and consistent service on Department Committees (e.g. the Department Council, Chair of Tenure and Promotion Committee), College Committees (e.g. the College Council, the Dean’s Advisory Committee), for Professional Service (e.g. ASA committees, and major regional committees), and for Profession-Related Public Service Activities.

Awards for service will be given credit in the year they are received.

Post-Tenure Review
As mandated by current University and System policies, post-tenure review processes will be triggered by three successive annual review department judgments of unsatisfactory performance.

A member of the department of sociology will be judged to be unsatisfactory in performance of any given year if the faculty member receives an unsatisfactory rating in teaching. While evaluations on research and service will contribute to judgments of overall merit, such judgments will not be germane in evaluating overall unsatisfactory status.

**Teaching Evaluation**

The judgment of “unsatisfactory” in teaching will be rendered if any of the following four (4) circumstances exist:

First, for the year in which the evaluation is conducted and for the two previous years, the faculty member fails to meet on average 10% or more of his or her classes without arranging satisfactory coverage. Such a circumstance will ordinarily be brought to the attention of the department by student complaints.

Second, the individual does not provide updated syllabi for courses during the year in which the evaluation is conducted and during the two preceding years. The failure to provide updated syllabi will be so judged in writing by the executive committee of the department in the annual review of the faculty member.

Third, over a three year period including the current year of evaluation and the two preceding years, the faculty member receives a score below 2.5 on average across courses and years on an instrument consisting of six student evaluation items. The six items (measured on the usual 5 point scale) that compose the measure are: the instructor seemed well-prepared for class; the course was well-organized; the requirements were clear; the instructor stimulated my interest in the subject; the instructor’s presentations added to my understanding of the material; and help was available for questions and/or homework during office hours. In order to guard against the possibility that the scores reflect student prejudices regarding the content of the course rather than the instructor’s ability, average scores of below 2.5 during the two years preceding the evaluation will signal mandatory evaluations by three of more colleagues selected by lot from among the department faculty (excluding current members of the executive committee). The faculty members will audit a total of seven classes unannounced and distributed across the semester, and determine whether the poor scores are likely the result of inadequate teaching or due to matters extraneous to professional ability.

Fourth, for the year in which the evaluation is conducted and for two previous years, numerous student complaints indicate that the faculty member is unable to communicate in the English language whether due to neurological deficits, English language limitations, or other circumstances. (5/97)

**Appeal Procedure**

If an individual faculty member disagrees with the annual evaluation, he or she should first talk with the department head. If after the conference with the Department
Head, any faculty member wishes to have the evaluation reviewed, there is a three-stage process.

The faculty member can initiate this process within 30 days from the date on the letter transmitting the evaluation. Exceptions to this 30-day rule can be made by petitioning the executive committee, with the understanding that after 30 days, it may not be possible for a re-evaluation to be included in the salary decisions for the next year. No re-evaluations can occur sixty (60) days after the date of the letter transmitting information of the evaluation. (2/98)

1. The faculty member will write a letter detailing objections to the evaluation letter.
2. The Council will respond in writing.
3. If the faculty member still is not satisfied, he or she may make an appointment to meet with the Council.
1 PURPOSE AND AUTHORITY

1.1 This document establishes guidelines (the Department Guidelines) for making initial appointment to the faculty, conferring permanent tenure to faculty, promoting faculty to a higher rank, retaining faculty who are not tenured, and conducting post-tenure review.

1.2 The Department Guidelines are subordinate to those established by the college (the College Guidelines), the university and the university system.

2 CRITERIA FOR INITIAL APPOINTMENT

2.1. Candidates for initial appointment at the rank of assistant professor must have met the following four requirements:

a. First, they must have earned their PhD by the first effective day of their initial appointment to the faculty. If this condition is not met, their appointment becomes a one-year terminal appointment. In such cases, the department head will notify the faculty member of this fact in writing, within two weeks after the first effective day of the initial appointment.

b. Second, they must possess substantial promise for scholarly achievement in one or more areas within the discipline, as evidenced by prior research or by strongly supportive and detailed letters of reference, which address this point. (This does not require publication before appointment, but evidence of substantial promise for scholarly achievement.)

c. Third, they must demonstrate substantial promise for high quality in teaching, as evidenced by prior teaching experiences or by strongly supportive and detailed letters of reference, which address this point. (This does not require teaching experience before appointment, but evidence of substantial promise for high quality teaching.)

d. And, fourth, they must display a willingness to serve the university and the profession.

2.2 Candidates for appointment to the rank of associate professor must have met all the requirements for appointment at the lower rank. In addition, they must meet the following four requirements:

a. First, they must have established a record and program of research and scholarly productivity as evidenced by publication of journal articles, books, chapters in books, or other relevant outlets.
b. Second, they must have a record of high quality in teaching as evidenced by syllabi, other course materials, student evaluations, teaching awards, and/or direct faculty observations, as appropriate.

c. Third, they must have a record of high quality in service to their department, university, and profession.

d. And, fourth, they must show promise of continued growth likely to result (in due course) in promotion to the rank of full professor.

e. Criteria and indicators for meeting these requirements are listed in section 3.

2.3. Candidates for appointment to the rank of full professor must have met all the requirements for appointment at the lower ranks. In addition, they must meet the following three requirements:

a. First, they must have achieved a national or international reputation, readily evidenced, for example, by publications, citations, professional honors or awards, and evaluations by other nationally visible scholars.

b. Second, they must have demonstrated high quality in teaching since their appointment to the rank of associate professor.

c. And, third, they must have displayed the ability and willingness to serve in the governance of the department, college, and university, in the governance and conduct of the profession, or in other ways to use one’s professional expertise to benefit student and public life.

d. Criteria and indicators for meeting these requirements are listed below in sections 3 and 4.

3 CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Faculty members being considered for the award of tenure and promotion to associate professor are judged on the quality of their accomplishments in scholarship, teaching, and service to the university and the profession. Accomplishments of high quality are required. The criteria outlined below indicate commonly accepted indicators of quality in each area.

3.1 Scholarship. Candidates for tenure and promotion must have established a program of research consistent with the mission of a major research university and accepted within the discipline as evidenced by publication. Because styles of research vary widely within the discipline, assessments of the quality of scholarship must rest on multiple indicators. These indicators must offer clear evidence that:

a. The candidate’s research program contributes to the body of knowledge of the discipline. This may be shown for instance by publication of a substantial number of one’s research articles in journals clearly established as the leading general journals in the field (these include the American Journal of Sociology, the American Sociological Review, Social Forces and other highly ranked journals) or in other leading journals in the candidate’s sub-field. Publications in other journals will be judged by the quality of the outlets as measured by their visibility within the substantive area, their acceptance rates, or other relevant indices. In the case of books and book chapters, similar evidence of the quality of the publication outlet
will be considered, along with book reviews (if available). Candidates are strongly encouraged to consult with the department head and the tenure advisory committee appointed by the department head (see section 6.2b below) to develop a list of suitable publication outlets.

b. The candidate’s research program makes various contributions to the body of knowledge of the discipline as shown, typically, by the number of publications to which it leads. If the candidate’s publication program is focused on articles, the number of publications during the probationary period should average between one or two a year, suggesting a minimum of six to twelve publications (or articles accepted for publication) before the award of tenure. With fewer publications, expectations rise that they are sole-authored works published in highly visible outlets. If the candidate’s publication program is focused on books, the number of publications expected is less, but candidates should not count on gaining tenure based on the publication of one book only.

c. The candidate is capable of taking a leading role initiating and completing research projects as shown by publications that (1) go beyond research conducted for the dissertation and (2) are sole-authored publications. Collaboration in research is often desirable and necessarily results in coauthored publications. Yet candidates for tenure and promotion should know that expectations about the overall number of publications required during the probationary period will increase with the proportion of co-authored to total publications, and they should take care to document their contribution to co-authored publications.

d. The candidate’s research program promises to build the candidate’s reputation as an influential scholar in the field. The primary evidence of the candidate’s reputation rests on an explicit evaluation of the quality of candidate’s work by external reviewers. Other evidence may include award of external peer-reviewed research grants or major research fellowships, award of prizes or other honors for published work, citation of publications, appointment to the editorial board of major journals, or other similar indices.

e. The candidate’s contributions were made during the probationary period. Works published prior to the onset of the candidate’s probationary period will not be considered in the tenure and promotion process, with one exception. Candidates for tenure and promotion to the rank of associate professor sometimes transfer up to three years of probationary service from another institution. In such cases, all work published during the transferable portion of the probationary period will be evaluated as if it had been done at Texas A&M University. In addition to that work, the candidate, nevertheless, must have a record of successful scholarly publication during the probationary period in residence at Texas A&M University.

3.2. Teaching. Tenure and promotion to the rank of associate professor requires positive evidence of high quality and effectiveness in teaching. A record of high quality in teaching is established by the underlying quality of research that goes into course preparations and the ability to transmit the substance of course materials to students. The indicators of quality and effectiveness in teaching are various and not every indicator is appropriate to use in the evaluation of every case. Among the indicators considered the following are commonly used to provide clear evidence that:
a. The candidate’s teaching effectively presents current knowledge of the discipline in the areas of instruction. This is judged by (1) evaluation of course syllabi, required and supplemental reading lists, the rigor of examinations, term papers and other course projects, and other course materials; (2) peer-reviewed evaluations of classroom performance (at the candidate’s option); and (3) student evaluations of courses.

b. The candidate’s teaching contributes to the range and depth of the department’s curriculum as shown by the development of new courses or major revisions of existing courses, documented use of innovative teaching methods, the variety of course offerings at the graduate and undergraduate level, and other major contributions to the development of new instructional programs.

c. The candidate’s contribution to graduate training through the supervision of graduate student research at the master’s and PhD levels as the chair or as a member of graduate student committees in this and other departments.

d. The candidate’s special contributions to the quality of teaching in the department and the discipline as shown by publication of textbooks or other widely adopted or acclaimed instructional materials, publication of articles on teaching in professional journals, award of external, peer-reviewed grants for teaching, award of prizes or other honors recognizing teaching performance, or other relevant evidence.

3.3 Service. Departmental policy is to minimize the service requirements for untenured assistant professors. Nevertheless, effective service is a necessary but not sufficient component in the promotion of candidates from assistant to associate professor with tenure. While opportunities for service vary widely, effective service makes a major contribution to the department’s reputation and the quality of life for faculty, staff and students alike. It is expected that, when called on, faculty members will serve in a timely and collegial manner, within the university and the profession. Clear evidence of acceptable service is provided when:

a. The candidate has contributed to the governance of the department, college and university by service as member or chair on standing or ad hoc committees, by holding elective offices on faculty committees and representative assemblies, by assuming responsibility for directing or developing new departmental programs, or by helping to direct or develop interdisciplinary programs.

b. The candidate has contributed to the governance or conduct of the profession as shown by service as an elected officer of a professional association, as the chair or member of committees or task forces organized by a professional association, or as a chair or organizer of a professional conference.

c. The candidate has contributed to the quality of student life as shown by acting as an advisor to student organizations, documented service as a student mentor, or other appropriate participation to promote student activities.

d. The candidate has contributed to the quality of public life as shown by rendering professional service to government agencies, being invited to address public groups or giving interviews to the media on matters related to one’s professional expertise, or receiving public awards in honor of one’s professional service.
4 CRITERIA FOR PROMOTION TO FULL PROFESSOR

Promotion to the rank of full professor recognizes a career of distinguished achievement in the discipline. It is the highest honor that a department can bestow upon its faculty. Therefore, promotion to full professor must be recommended only when there is great certainty that it is warranted.

4.1 Scholarship. Candidates for promotion to full professor must have achieved a distinguished record of high quality publication. The hallmarks of such a record are (a) the influence of one’s work on others within the discipline and (b) the receipt of professional honors and awards.

a. There are two standard measures of the influence of scholarly work on others. One is the citation by others of the candidate’s publications. The degree to which citations are adequately measured by standard indices will vary by the style and format of publication appropriate to one’s research specialty. Care must be taken to allow for this variation. The other is an explicit evaluation of the influence of the candidate’s work by external referees.

b. Professional honors and awards are diverse in their form and nature. There are, nevertheless, some standard honors and awards that generally reflect one’s standing in the discipline. Among these are (1) appointments as editor of scholarly journals, (2) positions on the editorial boards of scholarly journals and presses, (3) membership in grant review panels or professional advisory groups, (4) invitational lectures to professional groups, and (d) prizes or awards for scholarly achievement from professional groups.

4.2 Teaching. Candidates must have maintained an established pattern of high quality in teaching as evidenced by meeting the criteria for initial appointment to the rank of full professor.

4.3 Service. Candidates must have been active in promoting the intellectual development, growth, and visibility of the department as evidenced by meeting the criteria for initial appointment to the rank of full professor.

5. REVIEW STRUCTURE AND PROCESS

5.1. Tenure and Promotion Committee. Responsibility for evaluating candidates for tenure and promotion to associate and full professor rests with the tenure and promotion committee. The committee is composed of all tenured faculty in the department, except that associate professors are eligible to deliberate and vote only on the candidacies of assistant professors. The committee is called into active service on three occasions: (1) to conduct a third-year review of progress toward tenure and promotion by untenured assistant professors, (2) to conduct a sixth-year review of untenured assistant professors going up for tenure and promotion (or a similar review for those who may be going up for an early tenure decision), and (3) to conduct a formal review of those being considered for promotion to full professor. When the committee is active:

a. The department head appoints the chair of the committee from among the ranks of the full professors.

b. The department head also solicits external reviewers of the candidate’s scholarship in accordance with the College Guidelines. Nominations for external
reviewers are made and approved by the tenure and promotion committee. The candidate may submit a list of persons to be considered as reviewers and may also submit a second list of persons who should not be considered as reviewers. At least one of the external reviewers should be drawn from the candidate’s preferred list, if such a list is submitted.

5.2 Subcommittee Responsibilities. The department head and committee chair appoint three subcommittees of at least three members, with one designated to serve as the subcommittee chair. Each subcommittee is assigned to review either the scholarship, teaching, or service of the faculty members being considered for retention, tenure, and promotion in accordance with the criteria specified in these Department Guidelines.

   a. Subcommittee chairs are expected to interview each candidate in detail about the materials in their dossier relevant to the subcommittee’s task.

   b. All members are expected to evaluate each candidate’s dossier. Once the individual evaluations are complete, the subcommittee will meet to discuss each candidate’s dossier.

   c. On the basis of their discussions, each subcommittee prepares a report for each candidate of the candidates’ strengths and weaknesses in the area it examined. The subcommittee report is forwarded to the chair of the tenure and promotion committee.

   d. The tenure and promotion committee chair collates the sub-committee reports for each candidate and distributes the collated report for each candidate to all members of the tenure and promotion committee eligible to vote on each candidate.

5.3 Full Committee Review. No less than ten working days after the distribution of the collated report, the tenure and promotion committee chair convenes a meeting of the eligible members of the tenure and promotion committee to consider each candidate in turn. Before the meeting, it is expected that each eligible member of the tenure and promotion committee will have read the three functional subcommittee reports and personally reviewed each candidate’s entire dossier.

   a. At that meeting, the eligible members of the tenure and promotion committee shall discuss and vote, by secret ballot, on recommending each candidate for retention, tenure or promotion.

   b. The committee chair takes notes of the discussion, duly recording the sense of the meeting. From those notes, the chair writes an overall report on each candidate.

   c. The chair distributes copies of the overall report for informational purposes to all tenure and promotion committee members eligible to vote on the candidates. The chair also distributes the complete report, consisting of the overall report and the three functional sub-committee reports, to the dean of the college, through the head of the department.

5.4 Initiation of the Committee Review Process. Reviews by the tenure and promotion committee will occur automatically for untenured assistant professors at the beginning of their third and sixth years of service. In addition, the full professors will meet at the end of
every spring semester to examine the accomplishments of tenured associate professors to
determine if a detailed review of any for promotion to full professor is warranted. Any
assistant or associate professor may request prior to May 1st that the tenure and
promotion committee consider, in the next academic year, his or her case for promotion
or tenure. That request must be made in writing to the department head.

6. CRITERIA FOR RETENTION OF UNTENURED FACULTY

6.1 The accomplishments of faculty with tenure are reviewed annually as provided by the
department’s post-tenure review policy in paragraph 7 below.

6.2 Appointments at the rank of assistant professor are without tenure and are
probationary in nature. All contracts during the probationary period are for a term of one
year.

a. The department may renew or terminate probationary contracts during each
and every year of the probationary period. Decisions whether to renew the
contracts of assistant professors are based on annual assessments of the faculty
member’s performance and progress toward the award of tenure.

b. The tenure and promotion committee makes detailed annual reviews at the third
and sixth years of the probationary period. The department head conducts annual
reviews in other years after reviewing the faculty member’s progress in consultation
with a tenure advisory committee. The department head appoints at least three
members of the tenure and promotion committee to constitute the tenure advisory
committee.

(1) Department head reviews will be based on information provided in the
candidate’s annual review forms augmented, if required, by an interview
with the candidate.

(2) The primary aim of the review is to assess the candidate’s progress
toward tenure and promotion and to give guidance about how the
candidate can present the strongest possible record when the coming up
for tenure and promotion. Steady progress toward this goal is expected. The
department head will advise the candidate in writing of the results of this
review, to include any recommendations for strengthening the candidate’s
case.

(3) The contracts of candidates for tenure who fail to make steady progress
toward tenure and promotion in the areas of scholarship, teaching and
service may not be renewed.

(4) If the department head believes renewal is not warranted, a special
meeting of the tenure and promotion committee—that is, all tenured faculty
eligible to deliberate and vote on the candidate—will be called to consider
and decide the matter. If agreed upon by a majority vote of the tenure and
promotion committee, the department head will notify the faculty member
in writing of the decision not to renew the contract.

c. Written notice not to renew an annual contract will be given no less than three
months in advance of termination for those in their first year of service, six months in
advance for those in their second year of service, or twelve months in advance for those with more than two years of service.

d. A non-tenured faculty member whose contract has not been renewed may appeal the decision on the basis that the decision was made in violation of academic freedom of the individual or for an illegal reason. Any appeals are made in accordance with college, university and system policies and procedures.

POST-TENURE REVIEW

7.1 As mandated by current university and university system policies, post-tenure review processes will be triggered when a tenured faculty member’s performance is judged unsatisfactory in three successive annual reviews.

7.2 A member of the department of sociology will be judged to be unsatisfactory in performance in any given year if the faculty member receives an unsatisfactory rating in teaching. While evaluations on research and service will contribute to judgments of overall merit, such judgments will not be germane in evaluating overall unsatisfactory status.

7.3 The judgment of “unsatisfactory” in teaching will be rendered if any of the following four circumstances exist:

a. First, for the year in which the evaluation is conducted and for the two previous years, the faculty member fails to meet on average 10% or more of his classes without arranging satisfactory coverage. Such a circumstance will ordinarily be brought to the attention of the department by student complaints.

b. Second, the individual does not provide updated syllabi for courses during the year in which the evaluation is conducted and during the two preceding years. The failure to provide updated syllabi will be so judged in writing by the executive committee of the department in the annual review of the faculty member.

c. Third, over a three-year period including the current year of evaluation and the two preceding years, the faculty member receives a score below 2.5 on average across courses and years on an instrument consisting of six student evaluation items. The six items (measured on the usual 5 point scale) that compose the measure are:
- the instructor seemed well-prepared for class;
- the course was well-organized;
- the requirements were clear;
- the instructor stimulated my interest in the subject;
- the instructor’s presentations added to my understanding of the material;
- help was available for questions and/or homework during office hours.

In order to guard against the possibility that the scores reflect student prejudices regarding the content of the course rather than the instructor’s ability, average scores below 2.5 during the two years preceding the evaluation will signal mandatory evaluations by three or more colleagues selected by lot from among the department faculty (excluding current members of the executive committee). The faculty members will audit a total of seven classes unannounced and distributed across the semester, and determine whether the poor scores are likely the result of inadequate teaching or due to matters extraneous to professional ability. If the faculty committee determines that the teaching is satisfactory no further action will be taken.

d. Fourth, for the year in which the evaluation is conducted and for two previous years, numerous student complaints indicate that the faculty member is unable to...
communicate adequately in the English language whether due to neurological deficits, English language limitations, or other circumstances.

8. REVISION OF THE TENURE AND PROMOTION GUIDELINES

The Department Guidelines are subject to periodic review. All tenured and tenure-track faculty are eligible to participate in deliberation and vote on any revisions. Any changes in guidelines will take effect in the next academic year.
APPENDIX E. FACULTY COMMITTEE APPOINTMENTS, 2013-2014

Departmental Committees for the 2013-2014 Year

Graduate Recruitment and Retention committee (4 faculty members)
Chair: Wendy Moore, Alex McIntosh, Ed Murguia, Kathryn Henderson

Graduate Program Committee (4 faculty members, 1 Graduate Student)
Chair: Harland Prechel, Wendy Moore, Jenny Savely, (Graduate student), Warren Waren, Joseph Jewell

Undergraduate Program Committee (4 faculty, 1 graduate student, 1 undergraduate student)
Chair: Sarah Gatson, Sara Tweedell (Undergraduate student), Sam Cohn (Fall), Stjepan Mestrovic, Kathy Dietrich, Rob Mackin, Danny Malone (graduate student)

Student Awards Committee (3 faculty, 1 Graduate student)
Chair: Jim Burk, Joe Feagin, Reuben May, John Eason, Bryce Hannibal (graduate student)

Graduate Instructor Mentoring Committee (3 faculty, 1 graduate student)
Chair: Judith Linneman, Kazuko Suzuki, Kathy Dietrich, Jenny Le (graduate student)

Colloquium Committee (4 faculty, 1 graduate student)
Chair: Mary Campbell, Sarah Gatson, Sam Cohn (Fall), Nancy Plankey-Videla (Spring), Pat Goldsmith, Jesus Smith (graduate student)

Computer Committee
Arthur Sakamoto, Hiroshi Ono, Mark Fossett

Graduate Representative to the Faculty Meetings: CJ Murphy

Program Review Committee
Jane Sell, Christi Ramirez, Bethany Edwards, Kate Calle, Mary Campbell, CJ Murphy

Recruitment Committee for open rank faculty position
Harland Prechel (Chair), Jim Burk, Kathryn Henderson, Art Sakamoto, Alesha Istvan (graduate student representative)

Recruitment Committee for advanced assistant-associate WGST/SOCI position
Jane Sell (Chair, Ed Murguia, Jyostna Vaid, Joan Wolf, Claire Katz, Jennifer Guillen (graduate student representative)

9 Numbers in parentheses refer to the number required by the bylaws or by policy. In some cases, there will be more members on the committee.
Recruitment Committee for PPRI Professorship
Charlie Johnson (PPRI-Chair), Jane Sell (Sociology), Catherine Eckel (Economics), Rick Street (Communications), Paul Wellman (Psychology) and Guy Whitten (Political Science)

Assessment Committee
Mark Fossett, Mary Campbell, Verna Keith

Diversity Committee (4 faculty, 1 graduate student 1 staff member)
Kazuko Suzuki, Joseph Jewell (College Representative), Wendy Moore (Fall), Joe Feagin, Dadao Hou (graduate student), Kate Calle (staff)

Revisiting and Revising our Faculty Annual Review Criteria
Reuben May (Chair), Sam Cohn (Fall), Verna Keith, John Eason

Promotion and Tenure Committee (chair and 3 members this year)
Kathryn Henderson, Holly Foster, Dudley Poston (Chair, Spring), Hiroshi Ono

Liberal Arts Council
Mary Campbell (Fall), Pat Goldsmith (Spring)

Faculty, Student, Staff Awards
Dongxiao Liu, Jane Sell, Wendy Moore, Sarah Gatson

Executive committee (4 Elected faculty)
Alex McIntosh, Holly Foster, Mary Campbell, Mark Fossett

Resource and Planning Committee (College)
Pat Goldsmith

Gemeinschaft (Newsletter)
Heili Pals

Graduate Student Council Delegate: Candice Hill
Melissa Ochoa as Representative
CJ Murphy as 2nd Representative

Liberal Arts Council Grad Student Representative: Jenny Le
APPENDIX F. ABBREVIATED FACULTY CURRICULA VITAE

The following pages include an abbreviated CV for each current faculty member, with an emphasis on the last five years (2008-2013). Longer versions of faculty CVs can be found on the department webpage at http://sociology.tamu.edu/html/directory-faculty.html.
Professional Preparation

Ph.D. Department of Sociology, University of Chicago June 1982
M.A. Department of Sociology, University of Chicago June 1978
B.S. Sociology, Towson University December 1975, magna cum laude

Appointments

Cornerstone Faculty Fellow, College of Liberal Arts, Texas A&M University September 2010-present
Visiting Assistant Professor to Professor Department of Sociology, Texas A&M University September 1983-present
Visiting Assistant Professor Department of Sociology, McGill University September 1981-May 1983

Selected Publications 2008-2013

Books


Articles and Book Chapters


Selected Professional Activities and Awards

Awards

2009  Morris Janowitz Career Achievement Award, Inter-University Seminar on Armed Forces and Society

2008-2009  Russell Sage Foundation, Presidential Award

2004  NEH Summer Institute on War and Morality, United States Naval Academy and St. John’s College, Annapolis, Maryland

1990  Distinguished Teaching Award, College of Liberal Arts, Texas A&M University

Editorial Boards

1999-present  Board of Editors  Armed Forces & Society
1995-1998  Editor  Armed Forces & Society
1990-1992  Consulting Editor  American Journal of Sociology

Elected Offices

2013-2015  President and Chair of the Inter-University Seminar on Armed Forces and Society

2001-2002  Chair, Peace, War & Social Conflict Section, American Sociological Association

2000-2001  Chair-Elect, Peace War & Social Conflict Section, American Sociological Association

1991-2013  Member, Executive Council, Inter-University Seminar on Armed Forces and Society

COURSES TAUGHT

230 Classical Sociological Theory
313 Military, War & Society
327 Morality & Society
606 War & Democracy
611 Classical Sociological Theory
615 Contemporary Sociological Theory

GRADUATE STUDENT COMMITTEES

PhD Committee Chair
Walter Hart (preparing for comps)
Christopher Mathey (degree plan pending)

Master’s Committee Chair
Kate Karstadt (degree plan pending)

PhD Committee Member
Damon Bach (History—defended dissertation fall 2013)
David Bath (History—passed comps fall 2013)
Jonathan Beall (History)
John Blair (History)
Andrew Ferguson (Sociology)
Jeremy Rogerson (Communications)
Micah Wright (History)
MARY E. CAMPBELL

Professional Preparation

1999-2004  Ph.D., Sociology, University of Wisconsin-Madison
1997-1999  M.S., Sociology, University of Wisconsin-Madison

Appointments

2013-2013  Associate Department Head, Department of Sociology, Texas A&M Univ.
2013-2013  Associate Professor, Department of Sociology, Texas A&M University
2010-2012  Associate Professor, Department of Sociology, University of Iowa
2010-2010  Interim Director of Graduate Studies, Department of Sociology
2004-2010  Assistant Professor, Department of Sociology, University of Iowa

SELECTED PUBLICATIONS (2008-2013)

Refereed Journal Articles


Refereed Book Chapters and Proceedings


Non-Refereed Publications


EXTERNAL GRANTS AND AWARDS

Mary E. Campbell (PI). 8/1/2012-7/31/2014. “Health Care Providers and Patient Interactions.” National Science Foundation (Sociology program), Award 1226416. $174,134

Pinkston, Kevin (PI), Mary Campbell and Michael Lovaglia. 2010-2011. “Impressionable Attitudes: Re-examining the Malleability of Implicit Attitudes.” Time-sharing Experiments for the Social Sciences (from the National Science Foundation Grant 0818839). (Grant funds data collection)


SELECTED PROFESSIONAL SERVICE (2008-2013)
2013-2016 Committee on Women in the Profession, Midwest Sociological Society
2013-2014 Chair, Nominations Committee, ASA Section on Racial and Ethnic Minorities
2014 Annual Meeting Program Committee, Midwest Sociological Society
2013- Founding Editorial Board, Sociology of Race and Ethnicity
2013 Chair, Graduate Student Paper Award committee, ASA Section on Racial and Ethnic Minorities
2013 Annual Meeting Program Committee, Midwest Sociological Society
2012 Elected member, Section on Racial and Ethnic Minorities Council, American Sociological Association
2012 Invited delegation member, PAA/APC Government and Political Affairs Committee meetings with federal granting agencies and Congressional staff
2011-2013 Editorial Board, Social Psychology Quarterly
2011 MSS Distinguished Book Award Committee
2009 Invited delegation member, PAA/APC Government and Political Affairs Committee meetings with NIH directors and Congressional staff, Washington DC
2007-2011 Elected Member, Minority Scholars Committee, Midwest Sociological Society

COURSES TAUGHT (2008-2013)

Texas A&M University
Introduction to Sociology (SOCL 205)
Racial and Ethnic Relations (SOCL 317)
Graduate Seminar: Racial and Ethnic Identities (SOCL 667)

University of Iowa
Honors First Year Seminar: Exploring the Social World Through Fiction (143:030) – Fall 2010, Fall 2012
Introduction to Sociology (34:001) – Spring & Fall 2008, Fall 2009, Fall 2010, Fall 2012
Social Inequality (34:066) – Fall 2006, Fall 2008, Fall 2009
Race and Ethnicity (34:155) – Spring 2009, Spring 2011, Fall 2012 (Honors)
Graduate Proseminar (34:200) – Fall 2010
Graduate Seminar: Teaching Sociology (34:382) – Spring 2009, Spring 2011

Number of graduate students advised to completion of PhD, 2008-2013: 1
Number of PhD students currently advised: 1
Currently serving on 8 dissertation committees.
SAMUEL COHN

Professional Preparation

B.A., Sociology, Yale University  
M.A., Sociology, University of Michigan, 1979  
Ph.D., Sociology, University of Michigan, 1981

Appointments

Professor, Sociology, Texas A & M University 1997-Present
Associate Professor, Sociology, Texas A & M University 1991-1997
Assistant Professor, Sociology, Texas A & M University 1989-1991
Assistant Professor, Sociology and Industrial Relations, University of Wisconsin-Madison, 1981-9

Selected Publications

Monographs:

Articles:


www.posgrap.ufs.br/periodicos/ponta_de_lanca/index.htm

Selected Funded Research


National Honors

Founder and First Chair of the Council of the ASA Section on the Sociology of Development


COURSES TAUGHT
Sociology 607 Graduate level Development Sociology
Sociology 206 Global Social Trends
Sociology 322 Industrial Sociology
Sociology 205 Introductory Sociology

Number of Graduate Students Currently Advised:

1 Ph.D.
KATHERYN THOMAS DIETRICH

Professional Preparation

University of Kentucky  Psychology  B.A., 1966
University of Kentucky  Sociology  M.A., 1970
Texas A&M University  Sociology  Ph.D., 1996

Academic Appointments

Texas A&M University, Department of Sociology
Instructional Assistant Professor and Director, Sociology Internship Program, 2008-Present
Senior Lecturer, 2003-2008
Lecturer, 1995-2003
Assistant Lecturer, 1991-1994

Blinn College, Division of Social Science
Coordinator for Sociology, 2000 to 2008
Lead Faculty Advisor for Social Science, 2000 to 2008
Instructor, 1991-2010

Texas A&M University, Texas Transportation Institute, Transportation Economics and Sociology
Research Associate, 1977

Texas A&M University, Texas Agricultural Experiment Station, Department of Rural Sociology
Research Associate, 1968-1977

Selected Publications


Professional Highlights

Supervised Sociology Internship Program, 2008-present
Includes recruiting, placement, and monitoring interns, supervising interns’ journals and research papers, and coordinating end-of-semester symposiums in which interns present their research to agency supervisors and sociology faculty

Sociology Undergraduate Curriculum Committee, 2008-present
Proposal accepted for American Sociology Association Workshop on Organizing Undergraduate Internship Programs at annual meetings of the ASA, August 2014
Created and obtained institutional approval for new Sociology Undergraduate Professional Development course (SOCI 478) on career fields available to sociology majors, 2013
Created and obtained institutional approval for new Sociology Undergraduate Professional Development course (SOCI 479) preparing students for successful career achievement, 2013
Obtained writing intensive certification for the sociology internship course (SOCI 484), 2012
Obtained writing intensive certification (2008) and recertification (2012) for Classical Sociological Theory (SOCI 230)

Sociology Student Awards Committee, 2012-2013
Faculty Advisor to Alpha Kappa Delta, Sociology Honorary, 2008-2011
Instituted Sociology Undergraduate Facebook page, 2011

The Association of Former Students Distinguished Achievement Award for Teaching, College of Liberal Arts, Texas A&M University, 2003
Chair, 2002-2003, and Member, 1998-2002, Committee for Development of the Introduction to Sociology College Credit Examination, College Level Examination Program (CLEP), Educational Testing Service College Board.
Teaching Excellence Award, Blinn College Faculty Recipient, International Conference on Teaching and Leadership, Austin, Texas, 2000.

Courses Taught
Professional Development in Sociology I SOCI 478
Professional Development in Sociology II SOCI 479
Contemporary Sociological Theory SOCI 430 (including Writing Intensive sections)
Classical Sociological Theory SOCI 230 (including Writing Intensive sections)
Social Problems SOCI 314
Sociology of the Family SOCI 315
Minority Groups SOCI 317
Criminology SOCI 304
Sociological Methods SOCI 220
Introduction to Sociology SOCI 205
Professional Preparation

2008 Ph.D., University of Chicago, Department of Sociology
2004 M.A., University of Chicago, Department of Sociology
2002 M.P.P., University of Chicago, Irving B. Harris School of Public Policy
1995 B.A., University of Illinois at Urbana-Champaign, Department of Urban and Regional Planning

Appointments

2013- Assistant Professor. Department of Sociology. Texas A&M University
2010-13 Assistant Professor. School of Criminology and Criminal Justice. Arizona State University
2008-10 Provost’s Postdoctoral Fellow. Department of Sociology. Duke University

Selected Publications


Book Review

Funding
Arizona State University Institute for Social Science Research Award Recipient, 2011-2012. $34,000 for the Prison Proliferation Project.
American Sociological Association Funds for the Advancement of the Discipline Award Recipient, 2009. $7,000 for the Rural Disadvantage and Prison Proliferation Project.

Courses Taught
Department of Sociology, Texas A&M University. “Criminology”, Fall 2013.

School of Criminology and Criminal Justice, Arizona State University. “Race, Ethnicity, and Justice”, Fall & Spring 2010-2013.

School of Criminology and Criminal Justice, Arizona State University. “Criminological Theory”, Fall 2011.

Other Work Experience

Consultant, Chicago Metropolis 2020, 2004-2006. Criminal Law Edit Alignment and Reform (CLEAR) commission led by former Illinois Governor James R. Thompson was developed to impact Illinois criminal justice policy on statewide codification and sentencing laws.

Director, Westside Federation Restoring the Legacy Project, 2003-2004. $100,000 project funded by Chicago Community Trust to develop a report on the “State of the Westside.”


Intern to Chief of Staff, Lee Bey, Office of the Mayor, City of Chicago, Summer 2001. Aided in supervision of executive planning and design principles impacting CHA redevelopment plan, Central Area Plan, and Mayor’s Zoning Reform Commission.


Lead Organizer, Alliance of Congregations Transforming the Southside (ACTS), 1997-2000.


Honors and Awards

Finalist, Soros Justice Advocacy Fellowship 2010, George Soros Open Society Foundation.
Crime and Justice Summer Research Institute: Broadening Perspectives and Participation, The Ohio State University, Crime and Justice Research Center, 2010.

Crime, Law, and Deviance Section Student Paper Competition Award Recipient, American Sociological Association, 2009.

Provost's Postdoctoral Fellowship, Duke University, 2008-2010.


Dissertation Fellow, Center for the Study of Race, Politics, and Culture at the University of Chicago, 2007-2008.

Lecturer, Robert E. Park Lectureship, University of Chicago, 2007.

Fellow, Diversifying Faculty in Illinois, 2002-2005.


Fellow, University of Chicago Trustees, 2002-2007.
MARK FOSSETT

Professional Preparation
The University of Texas – Austin, Sociology, Bachelor of Arts, 1976.
The University of Texas – Austin, Sociology, Master of Arts, 1980.
The University of Texas – Austin, Sociology, Doctor of Philosophy, 1983

Academic Appointments

SELECTED PUBLICATIONS (EMPHASIZING 2008-2013)

Books


Articles


Fossett, Mark A. 2006. “Ethnic Preferences, Social Distance Dynamics, and Residential Segregation: Results from Simulation Analyses.” Journal of Mathematical Sociology 30:185-273. (This is a special issue which consists of this article, four comments on the article by other authors, and a rejoinder to these comments.)

SELECTED FUNDED RESEARCH

2011-2016. National Science Foundation, “Texas Census Research Data Center (TXCRDC).” (PI, co-authored with Rogelio Saenz, Simon Sheather, and Walter Peacock [Co-Principal Investigators]). $2,100,000 [$300,000 direct from NSF; the remainder is in matching funding contributed by the four participating TXCRDC Consortium institutions].


SELECTED PROFESSIONAL HIGHLIGHTS

2013-present. Cornerstone Faculty Fellow, College of Liberal Arts, Texas A&M University.


2005-2011. Head, Department of Sociology, Texas A&M University, College Station, Texas. From 1996 through 2010 I played a leadership role in a series of NSF grants and special programs that obtained external funds to bring promising undergraduates from underrepresented groups to a summer research and training institute hosted by the Sociology Department. The program brought over 140 students to the department leading to many successful graduate and professional careers in Sociology including over a dozen students receiving doctoral degrees in Sociology from Texas A&M University.

Subsequent to being promoted to Assistant Professor with Tenure in 1995 I have served continuously in leadership roles in the department including: Department Head (2005-2011), Associate Department Head (1995-1999), Graduate Advisor (2000-2004), Elected member of the department’s Executive Committee every year eligible (1995-present). I also have served on numerous college and university committees including the College of Liberal Arts Executive Council (2005-present), College of Liberal Arts Graduate Program Committee (2000-2004), College of Liberal Arts Resources Committee (2000-2011), College of Liberal Arts Dean and Department Head Search Committees (4), and College of Liberal Arts Program Review Committees (2).

COURSES OFFERED

SOCI 317 Minority Group Relations
SOCI 321 Urban Sociology
SOCI 420 Advanced Research Methods
SOCI 601 Urban Sociology
SOCI 620 Human Ecology
SOCI 622 Social Demography
SOCI 631 Seminar in Sociology Research (Quantitative Research Methods)
SOCI 647 Seminar in Demography (Demographic Perspectives on Inequality & Segregation)
SOCI 647 Seminar in Demography (Urban and Spatial Demography)
SOCI 660 Racial and Ethnic Relations
SOCI 667 Seminar in Racial and Ethnic Relations (Demography of Racial and Ethnic Groups)
SOCI 689 Special Seminar: Structural Equation Models and Hierarchical Linear Models

STUDENTS SUPERVISED TO COMPLETION OF DEGREE:
Committee Chair or Co-Chair: PhD – 6; MS – 10.

STUDENTS CURRENTLY SUPERVISED:
Committee Chair or Co-Chair: PhD – 4; MS – 1; Committee Member: PhD – 4; MS – 0
JOE R. FEAGIN

Professional Preparation
A.B. (History/Philosophy), Baylor University 1960
Ph.D. (Social Relations/Sociology), Harvard University 1966

Appointments
Current position: Ella C. McFadden Professor in Sociology, Texas A&M University
Professor of Sociology, University of Texas (Austin), 1970-1990.

RECENT HONORS AND AWARDS (Last five years)
Soka Gakkai International-USA Social Justice Award, 2012
Arthur Fletcher Lifetime Achievement Award (American Association for Affirmative Action, 2013).
ASA Section on Racial & Ethnic Minorities' Founder's Award for Scholarship & Service (2013)
“Top Professor” (Lifetime Achievement) Award, Affordable-Colleges-Online.Org (2013)

ADMINISTRATIVE AND EDITORIAL POSITIONS:
Vice-President, Society for Study of Social Problems, 1986-87
Member of Council, American Sociological Association, 1995-2000
Editorial Board, Comparative Urban and Community Research
Editorial Board, Sage Racial and Ethnic Relations Series
Editorial Board, Race and Society
Governing Board, Southern Regional Council, 1997-1998
President, American Sociological Association, 1999-2000
Founding Editor, Perspectives on a Multiracial America, Rowman & Littlefield, 2003-
Founding Editor, New Critical Viewpoints Series, Paradigm Books, 2010-

PUBLISHED BOOKS (Last five years)


PUBLISHED RESEARCH ARTICLES AND CENTER-PUBLISHED MONOGRAPHS (Last five years)


“The (Coming) Social Media Revolution in the Academy,” Fast Capitalism Volume 8 (2011). Published online. (with J. Daniels)


[Note: I have not referenced approximately 90 conference and sociology meeting papers, 150 invited lectures at universities, governmental, and private organizations, more than 200 book reviews and encyclopedia articles, for reasons of space.]
UNIVERSITY ADMINISTRATIVE AND COMMITTEE EXPERIENCE

(Representative sample over years)

1. Departmental Undergraduate Advisor
2. Chair, Social Science Statistical Laboratory Committee
3. Member, University Computer Committee
4. Departmental Executive Committee
5. Departmental Minority Liaison Representative
6. Graduate Advisor
7. Provost’s Task Force on Graduate Education and Research
8. Dean’s Faculty Advisory Committee
9. University of Florida Faculty Senate
10. Texas A&M University Head Search Committee
11. Texas A&M University Committee on Academic Diversity Workshops
12. Texas A&M University NSF ADVANCE Committee
HOLLY FOSTER

Professional Preparation

B.A. Sociology. 1992. The University of Calgary, Calgary, Alberta, Canada
M.A. Sociology. 1994. The University of Calgary, Calgary, Alberta, Canada
Ph.D. Sociology. 2001. The University of Toronto, Toronto, Ontario, Canada

Appointments

2009-present. Associate Professor of Sociology, Texas A & M University.
2003-2009. Assistant Professor of Sociology, Texas A & M University.

Recent Refereed Journal Articles


RECENT BOOK CHAPTERS

Foster, Holly and Jocelyn Lewis. “Race/Ethnicity and Living Arrangements of Children of Incarcerated Mothers: Comparative Patterns and Maternal Experiences.” Forthcoming in Understanding Diversity: Celebrating Difference, Challenging Inequality, edited by Claire Renzetti and Raquel Bergen. Allyn and Bacon.


FUNDED RESEARCH GRANTS
External

2012-2014. National Science Foundation, Law and Social Sciences Program and Sociology Program. “Punishment Regimes and the Multi-Level Effects of Parental Imprisonment: Inter-institutional, Inter-generational and Inter-sectional Models of Inequality and Exclusion.” John Hagan (Principal Investigator) and Holly Foster (Co-Principal Investigator). SES-1228345, $231, 615.

Hagan (Principal Investigator) and Holly Foster (Co-Principal Investigator). National Science Foundation, Law and Social Sciences Program. $57,992.


Internal

2012-2013. College of Liberal Arts Seed Grant Program. “Incarcerated Mothers in the USA and Australia.” Holly Foster (Principal Investigator), $14,842.

2011-2012. Faculty Stipendiary Fellowship, Glasscock Center for Humanities Research and Department of Sociology. “Social Ties in the Lives of Incarcerated Women: Similarities and Differences by Race/Ethnicity.” Holly Foster (Principal Investigator), $1500.

2010-2011. Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research at Texas A&M University. “How do ‘Familied’ Women in Prison and Their Children Fare?” Holly Foster (Principal Investigator), $9944.03.


OTHER PROFESSIONAL ACTIVITIES


Invited Member. 2011. Best Article Prize selection committee member in Sociology of Law.

Elected Secretary/Treasurer of Children and Youth Section of the ASA, 2010.


Invited Member. 2009. Selection Committee for the Early Career Award for the ASA Section on Children and Youth.

Organizer and Chair. 2009. Two Regular Session topic of “Criminology” for the ASA meetings in San Francisco, CA.

Elected Council Member of Crime, Law, and Deviance Section of the American Sociological Association, 2007-2009.

Academic Supervisor: (2) students
Jessica Holley, Undergraduate Research Fellows Program Honors Thesis, 2010-2011
(Graduated)
Carlton Mathis, (Ph.D.)—graduated August 2013. Assistant Professor, Dept. of Sociology,
Kent State University.
Academic Supervisory Co-Chair: (2) students
Omar Camillo, (Ph.D.); 2. Eric Gamino (Ph.D)
Member of Student Academic Advisory Committees for 13 students since 2008

COURSES TAUGHT:
Sociology 304—Criminology, Sociology 304 Honors Criminology, Sociology 627 Crime and
the Life Course, Sociology 489- Gender and Crime
SARAH N. GATSON

Professional Preparation

1999  Ph.D. Sociology, Northwestern University
1992  MA, Sociology, Northwestern University
1991  BA, Sociology & Spanish, Cornell College (Cum Laude)

Appointments

2011- Undergraduate Program Advisor, Sociology, Texas A&M University
2004- Affiliated Faculty, Africana Studies Program, Texas A&M University
2002- Affiliated Faculty, Women’s & Gender Studies Program, Texas A&M University
2005- Affiliated Faculty, American Studies Program, Texas A&M University
2010- Texas A&M University System Graduate Faculty
2008- Fellow, DeBakey Institute for Comparative Cardiovascular Science, Texas A&M
2005- Associate Professor, Sociology Department, Texas A&M University
2007-2010 Interim/Assoc. Director, Race & Ethnic Studies Institute, Texas A&M University
2001-2002 Ford Fellow, Northwestern University & The American Bar Foundation
1999-2005 Assistant Professor, Sociology Department, Texas A&M University

Representative recent publications

Recent Refereed Articles


Essays


(http://journal.transformativeworks.org/index.php/twc/article/view/392/252)


Book Chapters


Peer-Reviewed Abstracts

Gatson, SN and CM Quick. “Converting an Undergraduate Research Program into an Undergraduate Cardiovascular Physiology Class” Abstract and poster prepared for Experimental Biology meetings; accepted February 2013; Boston, MA, April 20-24, 2013.


Edited Volumes


Elected Leadership Positions

2009-2011 Executive Committee, Sociology Department
2007-2010 Council of Principal Investigators, TAMU
2006-2008 Council, Communication and Information Technology Section, ASA

Honors

2013-2014 Service Learning Faculty Fellow, TAMU
2001-2002 Ford Foundation Minority Postdoctoral Fellow
1994, 1998 Invited Participant, Law and Society Association Graduate Workshop
1997 Invited Participant, Law and Society Association Summer Institute
1997 Robert F. Winch Award, Honorable Mention, Best Published Paper
1993-1995 Northwestern University Fellow
1991-1993 Committee on Institutional Cooperation Fellow

Recent Grants

Biologists and Engineers Advancing Diversity in Research
1R25HL084667 04/01/06-08/31/11
National Institutes of Health (NHLBI) Total: $473,270
Role: Senior Personnel (1.0 month)
Description: 10-week summer program for underrepresented minority students.
BBSI: Vascular Bioengineering Summer Institute
EEC-0609395 05/01/06-04/30/11
National Science Foundation Total: $600,000
Role: co-PI (1.0 month)
Description: 10-week summer program for engineering and life science students.

RET Site: Bioengineers & Teachers Working the Internet, Networks & Gemeinschaft
EEC-0502212 05/01/05-04/30/11
National Science Foundation Total: $400,000
Role: Senior Personnel (1.0 month)
Description: 10-week summer program for math and science middle school teachers.

REU Site: Mechanobiology of the Bat Wing Microvasculature
DBI-0552902 04/01/06-4/30/11
National Science Foundation Total: $265,502
Role: Senior Personnel (1.0 month)
Description: 10-week summer program for engineering and life science students.

COURSES TAUGHT

SO CI 205 Introduction to Sociology ['01(S), '03(F), '08(S)]
SO CI 205 (AGGIE ACCESS) Introduction to Sociology ['04(S)]
SO CI 315 (HONORS) The Marriage Institution [2004(F)]
AFST 302 Issues in Africana Studies (2-week Sociology module) [2005(F)]
SO CI/WGST 315 The Marriage Institution ['00(S), '04(S), '05(S), '05(F), '08(S), '09(F), '11(F), '14(S)]
SO CI 315/WGST WRITING INTENSIVE: The Marriage Institution ['10(S), '11(F), '12(F)]
SO CI 317 Minority Groups ['00(S), '03(F)]
SO CI 317 HONORS: Minority Groups ['01(S)]
SO CI 323 Sociology of Black Americans ['05(S)]
SO CI 404 WRITING INTENSIVE: Sociology of Community ['13(S)]
SO CI 445 Sociology of Law ['03(F), '08(S)]
SO CI 445 WRITING INTENSIVE: Sociology of Law ['12(S)]
SO CI 485 Directed Studies ['04(S)]
SO CI/WGST 489 Gender and Citizenship ['00(F)]
SO CI 603/WGST 689 The Contemporary Family ['10(S), '12(F)]
SO CI 629 Sociology of Law ['00(F), '04(F), '12(S)]
SO CI 624 Qualitative Methods ['03(S), '05 (F), '09(F), '14(S)]
SO CI 651 Culture ['09(S)]
SO CI 657 Sociology of Popular Culture ['05(F), '07(F), '10(F), '13(S)]
SO CI 667 Graduate Seminar in Race and Ethnic Relations ['99(F)]
SO CI 685 Directed Studies ['00(S), '03(S), '03(F), '05(S), '06(S), '07(F), '11(S), '11(Su), '11(F), '13(F)]

STUDENTS SUPERVISED 2008-2013
Doctoral Students (Chair)
Janie Filoteo, Ph.D. Sociology, 2011, ‘The true story of seven strangers picked to have their lives taped’: Studying race as constructed on reality television.
Present Position: Associate Professor, Lone Star College-Tomball.

Jocelyn Lewis, Sociology, Is she mad or bad? The conviction and sentencing of maternal infanticide by race and social class.
Present Position: Doctoral Candidate

Jennifer Guillén Sociology (Co-Chair with Rogelio Saenz), Racial and ethnic identities among Mexican-White couples: Comparing two Texas counties.
Present Position: Doctoral Candidate

Jennifer Davis, Sociology. (Co-Chair with Jane Sell), 2012, Conditions Affecting the Relationship between Power and Identity Verification
Present Position: Assistant Professor, James Madison University

Chad Scott, Sociology, (Co-Chair with Yvonna Lincoln), Art-based Community Learning: Slam Poetry as Public Pedagogy
Present Position: Doctoral Candidate; Visiting Assistant Professor, Education, University of Nevada, Las Vegas, Spring 2014.

Omar Camarillo, Sociology, (Co-Chair with Holly Foster beginning summer 2012), A Content Analysis of the Coverage of Gun Trafficking Along the Texas-Mexico Border
Present Position: Doctoral Candidate; Instructor, University of Texas-Pan American

Doctoral Students (Committee): 42 between 2000-2013 in several departments across the University

Masters (Chair), 2008-2013
Andrea N. Green, Sociology, 2008 (Non-thesis)
Jennifer Davis, Sociology, 2008
Andrew Vasefirer, Sociology, 2010 (Co-Chair with Ashley Currier)
Chi Cheng Wat, Sociology, 2011 (Co-Chair with Ashley Currier)
Simon Williams, Sociology (Co-Chair with Joseph Jewell)
Natasha Ball, Sociology, beginning summer 2012
Kay Varela, Sociology (Co-Chair with Wendy Leo Moore)
Beatriz Aldana, Sociology

Masters (Committee): 20 between 2000-2013 in departments across the university.

Undergraduate Mentoring
Undergraduate Research Assistant for STEM ethnography research, Summer 2005
Honors Thesis Advisor, Nishat Fatima, Spring 2005-Spring 2006
Mentoring Writing Intensive students in the presentation/publication process, 2011-2013
Undergraduate Research Assistants (3), Fall 2013, funded under the TAMU Service Learning Faculty Fellowship
Professional Preparation

1999  Ph.D. Sociology                                    University of Arizona
1994  M.A. Sociology                                     University of Arizona
1991  M.A. Sport Science                                 University of Arizona
1986  B.A. Philosophy                                    Pomona College

Appointments

2012-   Associate Professor of Sociology                  Texas A&M University
2013-13  Associate Director, Texas A&M Census Research Data Center
2008-12  Associate Professor of Sociology                  Univ. of Wisconsin-Milwaukee
2008-12  Director of Graduate Studies, Sociology          Univ. of Wisconsin-Milwaukee
2005-08  Associate Professor of Sociology                  University of Wisconsin-Parkside
2007-08  Chair, Dept. of Sociology                        University of Wisconsin-Parkside
2005-06  Interim Director, Ethnic Studies                 University of Wisconsin-Parkside
1999-05  Assistant Professor of Sociology                 University of Wisconsin-Parkside
1994-99  Teaching Assistant                               University of Arizona
1993-98  Adjunct Instructor                               Pima Community College

Selected Peer-Reviewed Journal Articles


Sport Journal 26:296-319.


Book Chapters


Recent Selected Grants

Goldsmith, Pat Rubio, Nadia Flores-Yeffal, Bruce Reese, Juan Salina, and Cristina Cruz. “Immigration Policy and the Educational Attainment of Mexicans and Mexican Americans.” Race and Ethnic Studies Institute, Texas A&M University, cluster award. Funded, $5,000.


Recent Courses Taught

Advanced Methods (undergraduate)
Research Methods (graduate)
US – Mexico Border (graduate, preparing for undergraduate)
Panelist, Organizer, Presider, or Discussant
2013 Steering Committee Member charged with designing a Workshop to Examine Current and Potential Uses of NCES Longitudinal Surveys by the Education Research Community,

Selected Research with Students
2012 Chair, MA Thesis of Karen Smith, “The Effect of Racial Mismatch and Teacher Perception and Expectations on African American Achievement.”
2012 Chair, MA Thesis of Atiera Coleman, “Intervention and Outcomes: The Impact of Upward Bound and Talent Search on Occupational Prestige.”
2012 Chair, MA Thesis of Meghan McDonald, “Can Social or Cultural Capital Explain A Connection Between Performing Arts Extracurricular Activities and Enhanced Student Outcomes?”
2012 Committee Member, MA Thesis of Brienne Schreiber, “The Effect of Studying Abroad on Racial/Ethnic Attitudes and Tolerance.”
2011 Chair, MA Thesis of Mark Caldwell, “Finding Hidden Wells on Food Desert Islands: Racial Segregation, Poverty Concentration and Provisional Food Options.”
2010 Chair, MA Thesis of Neil Mrkvicka, “Comparing Athletes' and Non-Athletes' Attitudes on Cheating: Off the Field Application of the Win-At-All-Cost Ethic.”
2010 Chair, MA Thesis of Ashley B. Mikulyuk, “Acculturation, Aspirations, and Educational Attainment Across Generations of Immigrants in the United States.”
2009 Chair, MA Thesis of Maureen Pylman, “Educational Expectations from Eighth to Twelfth Grade: The Influence of Peers, Parents, and Activities.”

College and University Committees
2013 Strengthening Democracy, College of Liberal Arts, TAMU
2012-13 Planning and Resource Committee, College of Liberal Arts, TAMU
2008-11 Academic Program and Curriculum Committee, UW-Milwaukee.
JOSEPH OSCAR JEWELL

Professional Preparation

1994-1998    PhD in Sociology, University of California at Los Angeles
1992-1994    MA in Sociology, University of California at Los Angeles
1988-1991    BA in Sociology, University of California at Berkeley

Appointments

2005-present    Associate Professor of Sociology (with tenure) Texas A&M University
2008-2010    Associate Professor & Chair of African American Studies, Loyola
              Marymount University, Los Angeles
2006-2008    Interim Director, Race & Ethnic Studies Institute, Texas A&M University
1999-2005    Assistant Professor of Sociology, Texas A&M University

Representative Publications

Books

Journal Articles


SELECTED RESEARCH GRANTS & AWARDS

2012-2013    Internal Faculty Fellow, Glasscock Center for Humanities Research/Sociology, Texas A&M University

2003-2004    Stipendiary Research Fellow, Glasscock Center for Humanities Research/Sociology, Texas A&M University

2002-2003    Stipendiary Research Fellow, Glasscock Center for Humanities Research/Women’s Studies, Texas A&M University
### PROFESSIONAL OFFICES & EDITORIAL POSITIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2014</td>
<td>Board of Directors, Humanities Texas</td>
</tr>
<tr>
<td>2009-Present</td>
<td>Advisory Board, Race &amp; Ethnic Studies Institute, Texas A&amp;M</td>
</tr>
</tbody>
</table>

University
VERNA M. KEITH

Professional Preparation

Ph.D. Sociology, 1982, University of Kentucky
M.A. Sociology, 1979, University of Kentucky
B.S. Sociology, 1974, State College of Arkansas

Appointments

2010-Present Director, Race & Ethnic Studies Center, Texas A&M University
        Professor, Department of Sociology, Texas A&M University
        Affiliated Faculty, School of Rural Public Health, Texas A&M Health Science Center
2011-2013 Associate Head, Department of Sociology, Texas A&M University
2006-2010 Professor, Department of Sociology & Center for Demography and Population Health, Florida State University
2000-2004 Chair, Department of Sociology, Arizona State University
1998-2000 Associate Chair, Department of Sociology, Arizona State University
1994-2006 Associate Professor, Department of Sociology, Arizona State University
1990-1994 Assistant Professor, Department of Sociology, Arizona State University
1988-1990 Paul B. Comely, Sr. Research Fellow, School of Public Health, University of Michigan
1989-1990 Research Fellow, Institute of Gerontology, University of Michigan
1984-1988 Assistant Professor, Department of Sociology, Texas A&M University
1982-1984 Assistant Professor, School of Public Health, University of Texas Health Science Center at Houston

Edited Books


Book Chapters (2008-2014)


Research and Training Support

2012-2013 Verna M. Keith, [PI], “Collaborative Research: Diversifying Graduate Education in the Social, Behavioral, and Economic (SBE) Sciences.” National Science Foundation, Bridge Grant, $50,000.

Professional Activities/Editorial Activities (2008-2013)

Professional Activities/Editorial Activities (2008-2013)

National/Regional Service and Committees
Chair, 2011-2012, Nominations Committee, (elected), Mental Health Section Council, American Sociological Association.
Chair, 2009-2011, Health & Policy Research Committee, Medical Sociology Section, American Sociological Association
Member, 2010-2012, Professional Ethics Committee, American Sociological Association
Member, 2010-2012, Committee on Awards, American Sociological Association
Member, 2010-2013, Honors Advisory Committee, American Sociological Association
Chair, 2008-2011, Nominations Committee, Association of Black Sociologists
Instructor, Summer Training Workshop on African American Aging Research, University of Michigan (Every even year).
Member, 2009-2010, Nominations Committee, Southern Sociological Society
Member, 2008-2009, Program Committee, Southern Sociological Society
Reviewer, 2009, Ford Foundation, Diversity Fellowship Program.

Journal/Editorial Activities (Most Recent)
Editorial Board, Journal of Health and Social Behavior 2011-2013
Editorial Board, American Sociological Review, 2005-2008

University Service--TAMU
Member, Imperative Study Team for Imperative IV: Build the Letters, Arts and Science Core for the Vision 2020-Mid-Term Review, TAMU, 2010-2011.
Member, ADVANCE Scholar Committee, TAMU, 2011-2013
Mentor, ADVANCE Scholars Program, 2011-Present

College Service TAMU
Chair, Search Committee, Director of Africana Studies Program, TAMU, 2011-2012
Member, Tenure and Promotion Committee, Africana Studies Program, TAMU, 2011-2013.

Other Service (most recent)
Mentor, American Sociological Society, Mental Health Section, 1998-present (Ph.D. candidates with emphasis in mental health)
**JUDITH A. LINNEMAN**

**Professional Preparation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Iowa State University</td>
<td>Doctorate</td>
<td>Sociology</td>
</tr>
<tr>
<td>1980</td>
<td>University of Missouri</td>
<td>Master of Science</td>
<td>Community Development</td>
</tr>
<tr>
<td>1977</td>
<td>University of Missouri</td>
<td>Bachelor of Science</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

**Academic Appointments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-present</td>
<td>Asst. Instructional Professor</td>
<td>Texas A&amp;M University</td>
<td>Sociology</td>
</tr>
<tr>
<td>2009-present</td>
<td>Graduate Instructor Advisor</td>
<td>Texas A&amp;M University</td>
<td>Sociology</td>
</tr>
<tr>
<td>1991-2011</td>
<td>Senior Lecturer</td>
<td>Texas A&amp;M University</td>
<td>Sociology</td>
</tr>
<tr>
<td>1986-1991</td>
<td>Lecturer</td>
<td>Texas A&amp;M University</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Publications**


**Professional Highlights**

2009-present Graduate Instructor Advisor

This position has three primary responsibilities:

1. Teach a graduate professional development seminar on teaching (SOCI681-601), a required course with two components
   A. classroom instruction on pedagogy
   B. video recorded graduate student lectures (with test questions) on which written critiques, comments and suggestions are provided

2. Advise and mentor Graduate Instructors in the Sociology Department
   A. meet regularly with graduate students assigned primary responsibility for teaching their first course to review and assist with syllabi development, course structure, teaching evaluation, and coordination of faculty in-class visits

Number of Graduate Instructors currently advised: 7.
B. author teaching guides and other materials for graduate instructors and others teaching in the Department of Sociology. Sample materials authored include:

1) Countdown to Your First Class
2) Links for Graduate Instructors
3) Graduate Instructor Pitfalls
4) Syllabus Checklist
5) Syllabus Template
6) Draft Syllabi: Common Omissions and Suggestions
7) Testing Tips for Graduate Instructors
8) Test Question Nuts & Bolts
9) Test Template
10) Grading Rubrics: A Guide for Graduate Instructors
11) Early Teaching Evaluation Item Bank
12) I Can’t Teach Today: Cancelling Class
13) Saying No to Students: Tips for Graduate Instructors
14) When Students Need More Help Than You Can (or Should) Provide
15) Good Slide/Bad Slide: Avoiding “Death by PowerPoint”
16) Getting Organized and Preparing for the Unexpected: Tips for Graduate Instructors
17) Say What? Student Questions or Comments You Don’t Want to Hear, But Might
18) Teaching Portfolio Template
19) Working with Students with Disabilities
20) How is the Class Going? (A Sample Mid-Term Teaching Evaluation Form)
21) End of Semester Course Evaluation: A Guide for Graduate Instructors
22) Top Ten Signs a Presenter is a PowerPoint Novice (slide presentation)

3. Serve as a general coordinator for teaching-related resources for the Department of Sociology.

A. Advise the Department on Peer Review of Teaching procedures
B. Preparation of in-class teaching observation forms for use by faculty members
C. Development of a Departmental Teaching Resources website (in progress)

2009-present Faculty Advisor for Alpha Kappa Delta International Sociology Honor Society
2003-present Recruiter, Undergraduate Research and Teaching Fellowship programs
2013 Assist in Teaching the Undergraduate Professional Development Seminar II (SOCI479)
2013 Chair, Teaching Mentoring Committee
2010-present Graduate Teaching Academy Mentor (usually mentoring 1-2 graduate students as they move through the Academy)

Center for Teaching Excellence and Office of Graduate Studies
An experiment was conducted on alternative methods of teaching the application of critical standards of sociological research to interpret the scientific merit of mass media reports of social scientific research.

2005-2008 Executive Committee Member Institution Review Board for Review of Research with Human Subjects

Courses Taught
SOCl205, Introduction to Sociology
SOCl220 Introduction to Social Research Methods
SOCl315 The Marriage Institution
SOCl681 Graduate Professional Development Seminar on Teaching

Evidence of Teaching Effectiveness

Student Ratings of Teaching*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Five-Year Mean</th>
<th>Career Mean</th>
<th>Times Taught</th>
<th>Last Taught</th>
<th>Mean Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Research Methods (SOCl220)</td>
<td>4.55</td>
<td>4.28</td>
<td>133</td>
<td>Spring, 2014</td>
<td>34</td>
</tr>
<tr>
<td>Pro-Seminar on Teaching (SOCl681)</td>
<td>4.72</td>
<td>4.72</td>
<td>5</td>
<td>Spring, 2014</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to Sociology (SOCl205)</td>
<td>NA</td>
<td>4.17</td>
<td>18</td>
<td>Fall, 1997</td>
<td>75</td>
</tr>
<tr>
<td>The Marriage Institution (SOCl315)</td>
<td>NA</td>
<td>4.25</td>
<td>5</td>
<td>Spring, 1992</td>
<td>75</td>
</tr>
</tbody>
</table>

*mean response to 15 Likert-type statements on standard Texas A&M Instructor and Course Appraisals, on a 1-5 scale where 5 indicates the highest possible rating
ROBERT SEAN MACKIN

Professional Preparation

University of Wisconsin, Madison Sociology, Ph.D. 2005
University of Wisconsin, Madison Sociology, M.S. 1997
Loyola Marymount University Political Science, B.A. 1991

Academic Appointments

2012 – present: Instructional Assistant Professor of Sociology, Department of Sociology, Texas A&M University, College Station, TX 77843
2005 – 2012: Assistant Professor of Sociology, Department of Sociology, Texas A&M University, College Station, TX 77843
2005 (January – August): Assistant Lecturer, Department of Sociology, Texas A&M University

Publications


Fellowships and grants

2009 – 2010  Glasscock Center Travel to Archives Grant, Texas A&M University, Amount of Award: $1000, Title: "Secularization and the Structuring of the Public Sphere in Mexico"


2006  Department of Sociology/Glasscock Center Stipendiary Faculty Fellow, Texas A&M University, Amount of Award: $1500, Title: “Papal volunteers, Ivan Illich and the Origins of Liberation Theology in Latin America”

2006  Religious Studies/Glasscock Center Stipendiary Faculty Fellow, Texas A&M University, Amount of Award: $1500, Title: “Papal volunteers, Ivan Illich and the Origins of Liberation Theology in Latin America”

2005  International Research Travel Assistance Grant, Texas A&M University, Amount of Award: $1207, Title: “The Origins of Progressive Catholicism in Chile: The Young Catholic Worker Movement and the Legacies of Church Reform”

1998  Global Studies MacArthur Fellowship, University of Wisconsin, Madison

Selected Professional Highlights

2012  The Melbern G. Glasscock Center for Humanities Research 14th Annual Susanne M. Glasscock Humanities Book Prize for Interdisciplinary Scholarship Selection Committee

2008 – 2011 Sociology of Religion Associate Editor

2008 – 2009  Best Student Paper Committee, Sociology of Religion Section, American Sociological Association

2007 – 2008  Best Article Committee, Political Sociology Section, American Sociological Association

2007 – 2008  Organizer (w/ Joseph Jewell) of Roundtable Sessions, Comparative Historical Section, American Sociological Association

2005 – Present. Since joining TAMU, Mackin has served the Department of Sociology on the following committees: the Undergraduate Program Committee, Fundraising
Committee (Chair), Diversity Recruitment and Retention Committee, Faculty and Staff Awards, AKD. Mackin has reviewed for the following journals: Research in Political Sociology, Sociology of Religion, Social Sciences and Missions, Religion, Politics & Ideology.

Courses Taught
SOCI 205 Introduction to Sociology
SOCI 326 Sociology of Religion
SOCI 412 Political Sociology (Designed and taught honors section)
SOCI 479 Professional Development in Sociology II (co-taught with Dr. Dietrich)
SOCI 604 Comparative Historical Methods (Graduate)
SOCI 608 Social Organization (Graduate)

Number of Graduate Students Currently Advised:

Chaired: co-chair for Melissa Ochoa with Dr. Plankey-Videla.
Committee Member: Carlos Lazo, Rebecca Shaffer, Yu-Chuan Yeh, Walter Hart, Go Eun Lee.
Professional Preparation

Ph.D. 1996, Sociology, University of Chicago
M.A. 1991, Sociology, DePaul University
B.A. 1987, Criminal Justice, Aurora University

Appointments

2009-Present; Professor of Sociology, Department of Sociology, Texas A & M University
2010 Fall; Dr. Martin Luther King Jr., Visiting Professor, School of the Humanities, Arts, and Social Sciences, Massachusetts Institute of Technology
2009 Fall; Sheila Biddle Ford Foundation Fellow, W.E.B. Du Bois Institute for African and African American Research, Harvard University
2005-2008, Associate Professor of Sociology, Department of Sociology Texas A&M University
2002-2005, Associate Professor of Sociology, Department of Sociology, University of Georgia
1996-2002, Assistant Professor of Sociology, Department of Sociology, University of Georgia.

Selected Publications


2014, “When the Methodological Shoe is on the Other Foot: African American Interviewer and White Interviewees,” forthcoming Qualitative Sociology.


2010, “Young Black Males, the Hoop Game, and Masculine Identities” in Whitney G. Harris and Ronald T. Ferguson (Eds), Where are the Brothers?: Essays and Studies on African American Masculinities, (Harriman, TN: Men’s Studies Press).

Selected Awards and Fellowships
2013; Recipient of the Association of Former Students Distinguished Achievement Award in the area of Teaching, Texas A&M University (one of the highest university honors, awardee receives $4,000 and a distinctive watch).

2010; Recipient of a Dr. Martin Luther King, Jr. Visiting Professorship, School of the Humanities, Arts, and Social Sciences, Massachusetts Institute of Technology.


Selected Professional Presentations
December 2012; “Having Fun in Urban Nightlife: Race, Class, and Culture in Urban Public Space,” invited presentation Department of Sociology, Indiana University.
April 2011; “Living Through the Hoop High School Basketball, Race, and the American Dream” at the The McGarr Symposium on Sport and Society at the University of Texas on April 7, 2011.
October 2010, “Race, Class, Culture and Integrated-Segregation in Urban Public Space: The Case of Nightlife in Downtown Northeast, Georgia,” invited presentation in the Department of Sociology and Anthropology, Northeastern University, Boston, MA.

October 2010, “Living Through the Hoop: High School Basketball, Race, and American Dream,” invited presentation at the African American Studies Program weekly seminar at Boston University, Boston, MA. The talk was broadcasted on National Public Radio’s, “World of Ideas,” WBUR. 90.9 FM, Boston, October 24, 2010, 9:00pm.

Courses Taught

Number of graduate students currently advised: 5
WILLIAM ALEX MCINTOSH

Professional Preparation

University of California – Berkeley BA Political Science 1967
Iowa State University MS Sociology, 1972
Iowa State University PhD 1975

Appointments

1996-present, Professor, Department of Sociology, Department of Recreation, Tourism and Park Sciences, Department of Nutrition and Food Science, Texas A&M University.
1981-1995, Associate Professor, Department of Sociology; Department of Rural Sociology, Texas A&M.
1975-1981 Assistant Professor, Department of Sociology Texas A&M University.

Selected Publications


Chapters


Selected funding


Selected Professional Highlights
Served on the Board of Directors of the Association for the Study of Food and Society, 1992-2011.
Courses Taught (in past 5 years)
SOCI 330 Sociology of Human Nutrition; SOCI 425 Medical Sociology, SOCI 609 Social Change; SOCI 623 Measurement of Sociological Parameters; SOCI 651 Culture: Food; SOCI 657 Sociology of Culture.
Number of Sociology Graduate Students Advised in the Past Five Years: 15
STJEPAN GABRIEL MESTROVIC

Professional Preparation

B.A., Psychology and Social Relations
Harvard University 1976

Master of Education in Clinical Psychology
Harvard University 1977

Master of Theological Studies
Harvard University 1979

Ph.D., Sociology
Syracuse University 1982

Appointments

Professor of Sociology at Texas A&M University, from 1991 to the present
Assistant and Associate Professor of Sociology at Lander College, tenured in 1988, Greenwood, South Carolina, from August 1981 to 1990.

Publications

Books and Edited Works in the Past Five Years


Published Research Articles and Essays in Peer-Reviewed Journals and Books in the Past Five Years


8. “Vicious Abstractionism and the Struggle for Existence of Veblen’s and Durkheim’s Ideas” in the Turkish journal, Sosyoloji Dergisi Vol 21, 2010


Recent Professional Experience Related to War Crimes

Consultant and expert witness in sociology at the court-martial of Michael P. Leahy in the Baghdad canal killings case, held at US Army base in Vilseck, Germany, February 2009

Testified at Army Clemency and Parole Board hearing for Corey Clagett in Alexandria, Virginia on April 1, 2009

Testified at Army Clemency and Parole Board hearing for William Hunsaker in Alexandria, Virginia on November 3, 2009

Consultant and expert witness in sociology at the court-martial of Jeremy Morlock in the Afghanistan “kill team” case, held at Ft. Lewis, March 2011

Consultant and expert witness in sociology at the court-martial of Specialist Ryan Offutt in the Danny Chen suicide and negligent homicide case, held at Ft. Bragg in August 2012

Honors in the past five years


Two Office of the Provost grants, approximately $10,000 each, for research that led to the publication of two books, in the past seven years

Courses taught in the past five years
SERVED AS CHAIR OF DOCTORAL COMMITTEE IN PAST FIVE YEARS: 6 students

MEMBER OF DOCTORAL COMMITTEES OTHER THAN CHAIR: 6 students

OTHER PROFESSIONAL ACTIVITIES IN THE PAST FIVE YEARS

1. Interviewed by Rick Amato on the “Rick Amato Show” concerning the Operation Iron Triangle war crimes case, November 3, 2009
3. Interviewed on WBAI radio, “On the Count” program, concerning the Operation Iron Triangle case, Abu Ghraib cases, November 14, 2009
5. Interviewed by Stephen Lendman on the Progressive Radio Network on December 17, 2009 the Operation Iron Triangle killings and abuse at Abu Ghraib
6. Presented a paper on the military leadership at Abu Ghraib as a “failed state” at a joint conference of Texas A&M University and the European Center in Germany, October, 2010
7. Presented at a conference “The Dissolution of Yugoslavia” in Sarajevo, Bosnia-Herzegovina, 4 December 2010
8. Interviewed by Stephen Lendman on the Progressive Radio Network on February 6, 2011 on war crimes courts-martial
WENDY LEO MOORE

Professional Preparation

University of Minnesota, Minneapolis, PhD, Sociology, June 2005
University of Minnesota Law School, Minneapolis, JD, Law (cum laude), May 2000
University of Minnesota, Minneapolis, MA, Sociology, August 1997
University of Minnesota, BA, (summa cum laude, Phi Beta Kappa), May 1995

Appointments

Associate Professor, Department of Sociology, Texas A&M University, 2012-Present
Assistant Professor, Department of Sociology, Texas A&M University, 2005-2012
Affiliated Faculty, Africana Studies Program, Texas A&M University, 2008-present

Selected Publications

Books


2010 Winner Oliver Cromwell Cox Book Award Honorable Mention. Section on Racial and Ethnic Minorities, American Sociological Association.

Refereed Articles

Forthcoming “‘Spanish Not Spoken Here’: Latinos, Race, and the Racialization of the Spanish Language in the United States.” Forthcoming in Ethnicities. With Tiffany Y. Davis.


Book Chapters


Essays/Symposiums


Book Reviews


FELLOWSHIPS AND GRANTS


2012 College of Liberal Arts Seed Grant. Texas A&M University. 2012-2013. $7502.


2007 American Association of University Women Publication Grant, Summer 2007; $6000.

PROFESSIONAL & SERVICE ACTIVITY

Editorial Board Member, Contemporary Sociology 2012-present

American Sociological Association, Section on Racial and Ethnic Minorities Newsletter Editor 2008-present

Committee Member, Oliver Cromwell Cox Book Award Committee 2011

Committee Member, Nominations Committee 2011-2012
To the University
Texas A&M University
Subcommittee of the Student Rules and Regulations Committee to re-write Rule 31, the Racial and Ethnic Harassment Rule 2007-2009
Diversity Subcommittee of the Faculty Senate 2006
Associate Director, Racial and Ethnic Studies Institute 2008-2009
Board Member, Racial and Ethnic Studies Institute 2008-present

Texas A&M University Department of Sociology
Director of Graduate Studies 2012-present
Diversity Recruitment and Retention Committee 2006-present
Graduate Program Committee 2006-2007; 2012-present
Colloquium Committee 2005-2006, 2011-2012
Fund Raising Committee 2005-2006

Courses Taught
Introduction to Sociology (Soci 205); Gender & Society (Soci 207); Race & Ethnic Relations (Soci 317); Graduate Seminar on Critical Race Theory (Soci 667); Graduate Seminar on Sociology of Law (Soci 669); Graduate Seminar on Race and Social Science Methods (Soci 667); Professional Seminar for Graduate Students (Soci 681).

Graduate Students Supervised

Committee Chair
Linda Munoz, Ph.D., Department of Sociology (Chair)
Kay Varella, Ph.D., Department of Sociology (Co-Chair)
Omar Kamran, M.A., Department of Sociology (Co-Chair; M.A. Granted Spring 2012)

Committee Member
Glenn Bracey, Ph.D., Department of Sociology (Member)
David Orta, Ph.D., Department of Sociology (Member)
Rosalind Chou, Ph.D., Department of Sociology (Member; Ph.D. Granted Spring 2010)
Veeda Williams, Ph.D., Department of Sociology (Member; Ph.D. Granted Spring 2011)
Kristin Lavelle, Ph.D., Department of Sociology (Member; Ph.D. Granted Spring 2011)
Chris Chambers, Ph.D., Department of Sociology (Member; Ph.D. Granted Fall 2010)
Janie Filoteo, Ph.D., Department of Sociology (Member; Ph.D. Granted Spring 2011)
Louwanda Evans, Ph.D., Department of Sociology (Member; Ph.D. Granted Spring 2012)
Ruben Farias, M.A., Department of Sociology (Member; M.A. Granted Spring 2012)

Outside Member
David McIntosh, Ph.D., Department of Higher Education Administration (Member)
Veronica Jones, Ph.D., Department of Higher Education Administration (Member)
Lydia Carrascosa, Ph.D., Department of Higher Education Administration (Member)
Geremy Cheeks, Ph.D., Department of Sport Management (Member)
Katherine Walters, Ph.D., Department of History (Member)
Nina French, Ph.D., Department of Communication (Member)
Dennis Winston, Ph.D., Department of English (Member; Ph.D. Granted Fall 2012)
Judy Bohr, M.A., Department of Philosophy (Member; Masters Granted Spring 2011)
EDWARD MURGUIA

Professional Preparation

The University of Texas at Austin, BA, August 1966 (English and History).
The University of New Mexico, Albuquerque, New Mexico, MA, May 1974 (Sociology).
The University of Texas at Austin, Ph.D., December 1978 (Sociology).
The University of Texas at Austin, Postdoctoral Studies, 1986-87 (Aging).

Academic Appointments

University Minority Fellow, The University of Texas at Austin, 1974-1975, 1975-1976.
Assistant Instructor, Department of Sociology and Center for Mexican American Studies, The University of Texas at Austin, 1976-1977.
Assistant Professor, Department of Sociology, San Francisco State University, 1977-1978.
Assistant Professor, Department of Sociology, Washington State University, 1978-1981.
Assistant Professor, Department of Sociology, Trinity University, 1981-1983. Tenure officially granted February 1983.
Associate Professor, Department of Sociology, Trinity University, 1983-1988.
Associate Research Professor, Hispanic Research Center and Associate Professor, Department of Sociology, Arizona State University, 1988-1992.
Associate Professor, Department of Sociology, Texas A&M University, 1992-2008.
Research Scientist, Department of Rural Sociology, Texas A&M University, 1992-1994.
Research Associate, Laboratory for the Studies of Social Deviance, Texas A&M University, 1993-1997.
Director, Mexican American and U.S. Latino Research Center, Texas A&M University, January 1, 2005-2011.
Professor, Department of Sociology, Texas A&M University, September 1, 2008-present

Selected Publications

Books and Book Chapters

Edward Murguia, Melissa Tackett-Gibson and Ann Lessem, Co-Editors. Real Drugs in a Virtual World: Drug Discourse and Community Online. (Lanham, MD: Lexington Books, 2007), 238 pp. My contributions to this book are:
b) Edward Murguia, Melissa Tackett-Gibson, and Rachel Willard. “Club Drugs, Online
Communities, and Harm Reduction Websites on the Internet.” Pp. 5-22.

Articles


Selected Funded Research


“Underrepresented Minority Fellowship Program in Sociology: Five-Year Competitive Renewal.” Co-written as Director of the Minority Affairs Program, American Sociological Association with Felice J. Levine (PI), Executive Officer of the American Sociological Association. Total amount over 5 years: $2,688,000. Funded in August 2000 by the National Institute of Mental Health.


Selected Professional Highlights

Chair, Section on Latina and Latino Sociology, American Sociological Association, 2004-2005.
Distinguished Contributions to Scholarship and Research Award, Section on Latina and Latino Sociology, American Sociological Association, 2004.
Past Chair, Section on Latina and Latino Sociology, American Sociological Association, 2005-2006.
Co-Director, Inter-University Program for Latino Research (IUPLR), January, 2006-present. (Directors of Centers accepted into IUPLR are given the title of Co-Director of IUPLR.)
Executive Committee, Inter-University Program for Latino Research (IUPLR), April, 2007-present. (Committee is composed of IUPLR Executive Director and 5 Co-Directors of IUPLR.)
Advisory Committee, Program for Rural and Minority Health Disparities, February 2008-present. A 5-year, 6.8 million dollar grant was awarded by NIH to the Texas A&M University Center for the Study of Health Disparities and the Texas A&M Health Science Center for Community Health Development.
Latina/o Sociology Section Founders Award, awarded at the Annual Meeting of the American Sociological Association, Boston, Massachusetts, August 2008. First award of this kind given by the Section on Latina/o Sociology, for contributions to the Discipline, the Section, and to scholarship in Latina/o Sociology.

Courses Taught
Graduate Seminars:
Sociology of Mexican Americans/Latinos
Race and Ethnic Relations
Minorities and Aging
Minorities and Drugs
Undergraduate Courses:
Social Research Methods
Race and Ethnic Relations
The Mexican American in American Society
Marriage and the Family
Gender Roles and Society
Introduction to Sociology

Number of Graduate Students Currently Supervised: 12
Number of Graduate Students Supervised to Graduate Degree: 30
HIROSHI ONO

Professional Preparation

Ph.D. University of Chicago, Sociology, August 1999.
Dissertation: “For What It’s Worth: The Value of College Education in Japan.”
Advisors: Mary Brinton (Chair), Gary Becker, Kazuo Yamaguchi

M.A. University of Chicago, Sociology, August 1994.
B.E. Waseda University, Mechanical Engineering, March 1989.

Appointments

Associate Professor, Texas A&M University, Department of Sociology. 2010 – present.
Ray A. Rothrock ’77 Fellow in the College of Liberal Arts, Texas A&M University. 2010 – present.
Affiliated faculty, Texas A&M University, International Studies Degree Program. 2010 – present.
Assistant Professor, Texas A&M University, Department of Sociology. 2007 – 2010.
Visiting Scholar, University of Tokyo, Institute of Social Science. 2012.
Assistant to Associate Professor, Stockholm School of Economics, European Institute of Japanese Studies. 2001 - 2007.
Consultant to Senior Consultant, Nomura Research Institute, Ltd. Tokyo, Japan. 1989 - 1999.

PUBLICATIONS (Selected)
Peer-reviewed journal articles


- Recipient of Best International Paper Award, Labor and Employment Relations Association, 2011.


- Recipient of Rosabeth Moss Kanter Top 20 Paper Award for Excellence in Work-Family Research.


Chapters in books (Refereed chapters indicated by *)


Other publications


FELLOWSHIPS, GRANTS (Last 5 years only)
Japan Society for Promotion of Science Grant-in-Aid for Scientific Research (Grant Number C- 23530261). Research project collaborator. 2011-2014.


Japan Society for Promotion of Science Grant-in-Aid for Scientific Research (Grant Number C-20530188). Research project collaborator. 2008-2010.


Texas A&M University, Office of the Vice President for Research, Program to Enhance Scholarly and Creative Activities. 2008, 2010.

AWARDS, HONORS
Best International Paper Award, for the most outstanding paper addressing international and comparative employment relations. Labor and Employment Relations Association, 2011 (for Ono. 2010. “Lifetime employment in Japan: Concepts and measurements.”)

Ray A. Rothrock ’77 Fellowship. In recognition for promotion to Associate Professor with distinction in the College of Liberal Arts, Texas A&M University. 2010-present.


TEACHING EXPERIENCE
2007 to present International Business Behavior
Sociology of Work
Economic Sociology (Graduate seminar)
2012 International Business Behavior
Study abroad summer program at the Santa Chiara Study Center
Castiglion Fiorentino, Italy

PROFESSIONAL AND SERVICE ACTIVITY


Career Achievement Award Committee, Communication and Information Technology section of the American Sociological Association. 2013-2014.


Book award committee, Communication and Information Technology section of the American Sociological Association. 2011-2012.


Project member. National Science Foundation, Project ADVANCE (Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers). 2010 to present.

Member. Public sociology award committee, Communication and Information Technology section of the American Sociological Association. 2009-2010.


Expert panelist and special advisor. National Science Foundation project on survey methods relating to Internet activity and cyberinfrastructure. 2007 to 2008.


Sociology of Education. Editorial Board Member. 2011 to present.

Studies in Media and Communications. Editorial Board Member. 2013 to present.

Sociological Inquiry. Editorial Board Member. 2009 to present.


Service activity at TAMU

Executive Committee. Department of Sociology. 2011 to present.

Faculty Recruiting Committee. Department of Sociology. 2008 to 2009.

Volunteer Judge. Student Research Week, Graduate Student Council. 2008 to present.

Faculty Adviser. Asian American Graduate Students Association. 2013 to present.


LANGUAGES AND CITIZENSHIP

Native fluency in Japanese and English; U.S. and Japan (dual citizen), permanent resident in Sweden
HEILI PALS

Professional Preparation

Committee: Nancy B. Tuma (advisor), Morris Zelditch, and Daniel McFarland.

Appointments

2013 – Current  Assistant Professor, Sociology Department, Texas A&M University
2008 – 2013  Assistant Professor, Sociology Department, University of Central Florida
2006 – 2008  Post-doctoral Research Associate, Social Deviance Laboratory (Prof. Howard Kaplan), Sociology Department, Texas A&M University
2002 – 2006  Graduate Instructor & Research Assistant, Sociology Department, Stanford University

Publications

Books

Peer-Reviewed Articles (most recent 5 years)


Peer-Reviewed Book Chapter (most recent 5 years)


Professional Activities and Awards

2013 Springer Publishing Outstanding Article, American Journal of Criminal Justice
2011 Poster Session Winner, Population Association of America
2013 – Associate Editor, Population Review
2006 – 2013 Advisory Board, Population Review

Research Grants

2013 Co-investigator (50%). “Intergenerational Continuity in Substance Use: Gender and Parenting as Moderators.” NIH R03 proposal for $100,000. Status: Prepared to be submitted on Oct 14th.

2010 Co-investigator (25%). “Energy Behavior and Attitudes in Orange County, Initial Survey.” Proposal for $15,000 submitted to Orange County Environmental Protection Division. Status: Granted.

¹⁰ Rachel Rayburn was a doctoral student at the University of Central Florida at the time of writing this article.
¹¹ Lei Lei was a master’s student at the University of Central Florida at the time of writing this article.
Teaching Experience

2013    SOCI 211: Sociology of Deviance (Texas A&M University)
        SOCI 213: Population and Deviance (Texas A&M University)
        SYP 3400: Social Change (online undergraduate course), UCF

2012    SYA 7407: Advanced Data Analysis (doctoral course), UCF
        SYP 3400: Social Change (online undergraduate course), UCF
        SYP 4000: Sociological Social Psychology (undergraduate course), UCF

2011    SYA 7457: Topics in Data Analysis (doctoral course), UCF
        SYP 5005: Sociological Social Psychology (graduate course), UCF
        SYP 3400: Social Change (online undergraduate course), UCF
        SYG 2000H: General Sociology (honors undergraduate course), UCF

2010    SYA 7407: Advanced Data Analysis (doctoral course), UCF
        SYG 2000H: General Sociology (honors undergraduate course), UCF
        SYD 4020: Population & Society (undergraduate course), UCF
        SYP 4000: Sociological Social Psychology (undergraduate course), UCF

2009    SYA 7407: Advanced Data Analysis (doctoral course), UCF
        SYD 4020: Population & Society (undergraduate course), UCF
        SYP 4000: Sociological Social Psychology (undergraduate course), UCF

Number of students currently advising = 0
NANCY PLANKEY-VIDELA

Professional Preparation

University of Wisconsin, Madison Sociology, Ph.D. 2004
University of Wisconsin, Madison Sociology, M.A. 1996
Loyola Marymount University Political Science, B.A. 1990

Academic Appointments

Associate Professor of Sociology, Texas A&M University, 2012-Present
Assistant Professor of Sociology, Texas A&M University, 2004-2012
Affiliated, Women’s and Gender Studies Program, Texas A&M University, 2008-Present

Selected Publications


Fellowships and Grants

2013  Winner of the 2013 Society for the Study of Social Problems’ Global Division Best Book Award for We Are in This Dance Together: Gender, Power, and Globalization in a Mexican Garment Firm.

2013  Program to Enhance Scholarly and Creative Activities for “The Hidden Consequences of Deportation: A Focus Group Study of Latino Mixed-Status Families in Bryan/College Station,” Texas A&M University Division of Research ($10,000)

2012  Winner of the 2012 National Women’s Studies Association Sarah A. Whaley Book Prize for books on gender and labor for We Are in This Dance Together: Gender, Power, and Globalization in a Mexican Garment Firm.
2012  Melbern G. Glasscock Center for Humanities Research Collaborative Grant
Texas A&M University (PI Nancy Plankey-Videla, Co-PIs Aurelia Lorena Murga and Cristina
Morales, University of Texas at El Paso, $2,000) for research project “Quality of Workplace
Study of Contract Services Industry in Two Houston Airports.”

2012  Race & Ethnic Studies Institute, Research Cluster Award
Texas A&M University (PI Nancy Plankey-Videla, Co-PIs Nadia Y. Flores-Yeffal, and Zulema
Valdez, $5,000) for research project “Understanding the Mexican Immigrant Community in
the Bryan/College Station Area: A Proposal to Conduct a Mexican Mobile Consulate
Survey and Focus Groups.”

2012  Text and Academic Authors Association Publication Grant  ($880)

2011-Present  ADVANCE Scholar, ADVANCE Scholar Program National Science
Foundation Mentoring Program, Texas A&M University

2010  Research Fellowship, Mexican American and U.S. Latino Research Center
Texas A&M University ($6,000 with Yan Hong, School of Rural Public Health) for research
project “Acculturation, Sexuality, and Health Outcomes among Latino Workers in the
Brazos Valley.”

2009-2010  Melbern G. Glasscock Center for Humanities Research
Internal Faculty Fellow, Texas A&M University ($1,000 and one semester teaching release)

2005-2008  Research Fellowship, Mexican American and U.S. Latino Research Center
Texas A&M University ($5,000 with Zulema Valdez, Sociology) for research project “Self-
Sufficiency through Ethnic Entrepreneurship? Microenterprise among Disadvantaged
Latinos in a Houston Ethnic Enclave.”

2007  Honors Curriculum Development Grant, Texas A&M University ($1,500)

2005  College of Liberal Arts Faculty Enhancement Grant, Texas A&M University ($5,000)
for Mexico research trip and research assistance.

2004  International Research Travel Assistance Grant, Texas A&M University ($1060) for
research trip to Mexico for follow-up interviews.

Selected Professional Highlights

2009-Present, Editorial Board Member, Sociology Compass, Organizations and Work
Section

2012-Present, Council Member, Labor and Labor Movements Section, ASA (as council
member I have chaired the Best Graduate Paper and will be chairing Best Book
Committees).
2012-2013, Sarah A. Whaley Best Book Award Committee, National Women’s Studies Association.

2013, with Dr. Mary Campbell, organized visit by Dr. Buffy Smith on Mentoring At-Risk Students, which included a workshop for Bryan and College Station Independent School District teachers and counselors and a public address at Texas A&M University.

2010-2012, Committee Member of Membership, Web Communications, Best Book and Best Graduate Student Paper Committees, Labor and Labor Movements Section, ASA.


At the department level, I have chaired the Colloquium and Newsletter Committees, served on the Executive Council (elected), and served on the Colloquium, Diversity, Staff Award, Schaeffer Graduate Student Paper Committees. In addition, I coordinate the Political and Economic Sociology Area together with Dr. Prechel.

Courses Offered
SOCI 205 – Introduction to Sociology
SOCI 402 – Sociology of Latin America
SOCI 423 – Globalization and Social Change
SOCI/WGST 424 – Women and Work in Society
SOCI 426 – Sociology of Work
SOCI 607 – Social Organization Seminar, Gender and Work

Number of Graduate Students Currently Advised:

Committee Chair: 4 Sociology students (Yu-Chuan Yeh, William Fisher), of which one is co-chaired with Dr. Mackin (Melissa Ochoa) and another co-chaired with Dr. Valdez who is now at the University of California, Merced (Eric Gamino).

Committee Member: 3 Sociology Ph.D. students (Carlos Lazo, Chung-Pei Pein, Jenny Savely), 3 Educational Administration and Human Resource Development (Janet Hart, Michelle Johnson, Donna Mancuso), 1 Communication (Ariadne Gonzalez), 1 Geography (Heather Lee), 1 Anthropology (Hao-Yu Cho).
DUDLEY POSTON

Professional Preparation

University of San Francisco, B.A., 1963, Sociology
San Francisco State College, M.A., 1967, Sociology
University of Oregon, Ph.D., 1968, Sociology

Appointments

Assistant Professor of Sociology (1970-75); Associate Professor of Sociology (1975-1981); Professor of Sociology (1981-1988), The University of Texas at Austin.
Chair, Department of Rural Sociology, Cornell University (1989-1992).
Professor, Department of Sociology, Texas A&M University (1992 - present).
Samuel Rhea Gammon Professor of Liberal Arts, Texas A&M University (1992-1998).
George T. & Gladys H. Abell Professor of Liberal Arts, Texas A&M University (1998 -present)
Adjunct Professor of Demography, People's (Renmin) University of China, Beijing (1999 - present)
Adjunct Professor of Sociology, Fuzhou University, Fuzhou, China (2001 – present)
Adjunct Professor of Demography, Nanjing Normal University, Nanjing, China (2006 – present)
Director, Asian Studies Program, Texas A&M University (2007 – 2012)
Head, Department of Sociology, Texas A&M University (1992 - 1997).
Associate Director (1970-74); Acting Director (1974-75); Research Associate (1975-77); Associate Director (1977-81); Director (1981-1986); Research Associate (1987-1988), Population Research Center, The University of Texas at Austin
Visiting Research Professor of Sociology, National Taiwan University, Taipei, Taiwan, Republic of China (1987)

RECENT AWARDS, HONORS AND ELECTED POSITIONS

President (2004-2005), President-Elect (2003-2004) and Vice-President (2002-2003), Southwestern Social Science Association
Distinguished Achievement in Teaching Award, College of Liberal Arts, 2000
Distinguished Achievement in Graduate Mentoring, Texas A&M University, 2009
Distinguished Service Award, Southwestern Sociological Association, 2010
Social Scientist of the Year Award, Southwestern Social Science Association, 2011
Member, Committee on Public Affairs, American Statistical Association (2001 – 2008)

INDIVIDUAL RESEARCH GRANTS AND CONTRACTS, 2008-2013

EDITORIAL EXPERIENCE, 2008-2013

Series Editor, *International Handbooks of Population*, 2006 - present
Corresponding Editor, *SINET: Social Indicators Network News*, 1996-present

SELECTED PUBLICATIONS, 2008-2013

BOOKS:


ARTICLES, CHAPTERS and FINAL REPORTS:


Demetrea Nicole Farris, Lei He, Anna Iwinska-Nowak, and Dudley L. Poston, Jr. Forthcoming, “Poverty in China.” In Joachim Singelmann and Marlene Lee (eds), International Handbook of Poverty Populations. New York, NY: Springer.


Courses Taught in the Previous 5 years:

Undergraduate:
SOCl-306, Society and Population of Modern China; SOCl-312, Population and Society; SOCl-320, Demographic Methods

Graduate:
SOCl-622, Social Demography; SOCl-631, Quantitative Methods; SOCl-633, Demographic Methods – I; SOCl-647, Demographic Methods – II; SOCl-647, Fertility & Mortality

Major Advisor for Ph.D. Recipients and their Places of Employment, 2008-present
Heather Terrell Kincannon, Private Consultant, Austin, Texas
Wadha Alnuaimi, Deputy Secretary General for Demographic Statistics, Dubai
Leslie Meyer, Assistant Professor of Sociology, University of Texas-Brownsville
Bethany DeSalvo, Demographer-Statistician, US Census Bureau
Chris Lewinski Russell, Demographer-Statistician, NMR Group, Inc., Massachusetts
Ginny Garcia, Assistant Professor of Sociology, Portland State University
Rachel Traut Cortes, Demographer, Population Reference Bureau
Christine Klucsarits, Demographer-Statistician, US Census Bureau
Yu-Ting Chang, Statistician, Houston Independent School District
Eugenia Conde, Postdoctoral Fellow, Rutgers University
Christopher Cherry, Director of Academic Advising and Adjunct Professor of Sociology, University of Wisconsin, Superior
Lei He, Statistician, Razorfish Marketing, Washington
Anna Iwinska-Nowak, Business Intelligence Manager, Kompania Piwowarska, Poland
Nicole Farris, Assistant Professor of Sociology, University of West Alabama

Currently chairing 9 doctoral committees: Juyin Helen Wong, Cristina Cruz, Qian Kate Xiong, Dan Yin, Fabian Romero, Xiaodan Danielle Deng, Layton Field, Danny Malone, and co-chairing (with Rogelio Saenz) Trinidad Morales.

Currently chairing 2 MS committees: Brittany Rico and Marilyn Venegas.

Currently serving as a member of 18 doctoral committees from the departments of sociology, communication, educational psychology, finance, accounting, management, urban planning, and public health.
HARLAND PRECHEL

Professional Preparation

University of Kansas, Masters of Arts, Sociology, 1981.
University of Kansas, Doctorate of Philosophy, Sociology, 1986.

Appointments

2001-present: Professor of Sociology, Department of Sociology, Texas A&M University.
1993-2001: Associate Professor of Sociology, Texas A&M University, Department of Sociology, Texas A&M University.
1991-1993: Assistant Professor of Sociology, Department of Sociology, Texas A&M University.
1987-1991: Assistant Professor of Sociology, University of Maryland Baltimore County, Department of Sociology.
1990-1991: Affiliate Assistant Professor, University of Maryland Baltimore County, Department of Policy Sciences.

Selected Publications

Book

Articles


External Funded Research


Award. Supplement to “The Extent and Underlying Cause(s) of Corporate Malfeasance in U.S. Corporations.” National Science Foundation (#SES-0351496-001). February 2006 - May 2007, $12,000.


Honors and Awards in Previous 5 years:
Prechel. H. Cornerstone Faculty Fellowship in Liberal Arts. Texas A&M University. Appointment date September 2012


Prechel. H. 2008 Distinguished Achievement Award in Teaching, College of Liberal Arts, Texas A&M University Former Students.

Other Profession Highlights in Previous 5 years
Editorial Board, Research in Political Sociology, 2009-present.
Editorial Board, Contemporary Sociology, 2009-2012.

Courses Taught in the Previous 5 years:
Undergraduate:
SOC1230 Classical Sociological Theory
SOC1419 Class in Contemporary Society
SOC1423 Globalization and Social Change

Graduate:
SOC1611 Classical Sociological Theory
SOC1616 Political Sociology
SOC1635 Sociology of Complex Organizations
SOC1681 Professional Seminar in Sociology

Major Advisor for Ph.D. Students and Place of Employment
Donna Cox, Towson University.
Joe Gorton, Northern Iowa University.
Theresa Morris, Trinity College, Hartford, Connecticut.
Shilpa Ranganathan, California Polytechnic State University.
George Touche', Seeking an academic position.

Major Advisor for Current Sociology Graduate Students:
Katherine Calle (Willyard) (MA.)
Alesha Istvan (Ph.D.)
Carlos Lazos (Ph.D.)
Chung-Pei Pein (Ph.D.)
Dadao Hou (Ph.D.).

Committee Member for Current Graduate Students:
Zek Angim, (Ph.D., Political Science)
Robin Bedenbaugh (Ph.D., Communications)
Shari Valentine (Ph.D. Sociology)
Yu-Chuan Yeh (M.A., Sociology)
Professional Preparation

Ph.D. (Sociology): 1988, University of Wisconsin, Madison, WI (Dissertation chair: Robert D. Mare)
M.A. (Sociology): 1985, University of Wisconsin, Madison, WI

Appointments

June 1, 2013: Professor of Sociology at Texas A&M University
2007 to May 31, 2013: Professor of Sociology at University of Texas-Austin
1994 to 2007: Associate Professor of Sociology at University of Texas-Austin
1989 to 1994: Assistant Professor of Sociology at University of Texas-Austin

Publications and Papers Forthcoming (last 5 years)


External Funding (last 5 years)

“Higher Education and Lifetime Earnings.” Principal Investigator (with ChangHwan Kim and Christopher Tamborini, Principal Investigator), Spencer Foundation, Project Dates: 10/1/13-9/30/15. Two-year award of $50,000.

“Demographic and Educational Effects on Long-Term Earnings.” Principal Investigator (with ChangHwan Kim, Principal Investigator), National Institutes of Health, R03 proposal, Project Dates: 8/15/13-7/31/15. Two-year award of $163,602.

“Increased Earnings Dispersion and Labor Market Productivity.” Principal Investigator (with ChangHwan Kim, Co-Principal Investigator), National Science Foundation (Sociology Program). Two-year award of $126,670. Project Dates: 3/1/10-2/28/12.

Courses Taught (last 5 years)
Undergraduate Courses at the University of Texas:
Introduction to Social Research Methods (SOC317M)
Introduction to Social Statistics (SOC317L)
Plan II Honors Sociology: Social Stratification and Inequality (SS301)
“Signature Course” Writing Seminar: Poverty and Rising Class Inequality in America (UGS302)
Social Stratification (SOC329)
Graduate Courses at the University of Texas:
Linear Models and Structural Equations (SOC385L)
Seminar on Poverty in the U.S. (SOC396L.10)
Seminar on Social Stratification and Inequality (SOC396)
Courses at Texas A&M University:
Demographic Methods (SOCI633)
Advanced Methods of Social Research (SOCI420)

Student Advising
Graduate Training at the University of Texas:
I chaired or co-chaired 9 dissertation committees and supervised 12 master’s theses. I have served as a member on over 80 dissertation committees.
Graduate Training at Texas A&M University:
I am currently supervising 1 graduate student research assistant.

Honors and Awards (last 5 years)
JANE SELL

Professional Preparation

University of Wisconsin-Madison, BS, 1971
Texas A&M University, MS 1974
Washington State University, PhD 1979

Appointments

Department Head, 2011-present
Assistant, Associate, Full Professor, Texas A&M: 1978-present
Adjunct Professor, Public Policy Analysis, University of North Carolina, 1995-1998

Selected Publications (emphasis last 5 years)

2008. Jane Sell

2009. Jane Sell and Tony P. Love

2009. Jane Sell and Kathy J. Kuipers
“A Structural Social Psychological Perspective on Gender Differences in Cooperation.” Sex Roles. 317-324.


“Disruptions in Task Groups.” The Social Science Quarterly, online first July 2012 (17 pages)

2012. D’Lane Compton, Tony Love and Jane Sell.

2013. Carla Goar, Jane Sell, Bianca Manago, Calixto Melero and Bobbi Reidiger. Pp. 47-75 in
Book chapters

2007. Murray Webster, Jr. and Jane Sell.

2010. Sell, Jane, and Murray Webster, Jr.

2012. Murray Webster, Jr. and Jane Sell.

2013 Jane Sell and Murray Webster.
"Metody eksperymentalne w strukturalnej psychologii społecznej" (Experimental methods in structural social psychology) in Procesy Grupowe. Perspektywa Socjologiczna (Group Processes) edited by Joanna Heidtman and Kinga Wysienska.

BOOK:

2007. Murray Webster, Jr. and Jane Sell, editors.
Laboratory Experiments in the Social Sciences, Elsevier.

2007. Jane Sell

2007. Murray Webster, Jr. and Jane Sell
"Why Do Experiments?" Pp. 5-23 in Laboratory Experiments in the Social Sciences, Murray Webster, Jr. and Jane Sell (eds.) Elsevier.

Selected Grants
Carla Goar and Jane Sell, ASA/NSF Future Directions in the Discipline. 2008, $3500.

Jane Sell (Collaborative Research with Carla Goar), National Science Foundation, "Decreasing Inequality in Groups," 2010-2011, $200,000
Tony P. Love (PI) and Jane Sell (Project Director), National Science Foundation, Dissertation Grant, Spring 2011-Spring 2012, $6,798

Courses Taught (last 5 years):
Undergraduate: Gender and Society, Social Psychology, Introductory Sociology
Graduate: Social Psychology, Theory Construction, Master’s Paper Research

Chaired 12 doctoral committees in last 5 years; Served on 10 other committees within the department and 10 other committees outside of the department

Professional and Service (last 5 years):

PROFESSION
Council member, Theory Section, American Sociological Association, 2005-2007
Chair, Social Psychology Section, American Sociological Association, 2005
Plenary Speaker, INGroup Meetings, Colorado Springs, 2009
Panelist, Decision, Risk and Management Sciences, National Science Foundation, 2007-2009
Panelist, Major Research Instrumentation for Social and Behavioral Sciences, Fall 2009.
Council member American Sociological Association, 2012-2015
Chair, Mathematical Sociology Section, 2013-2014; Chair-Elect, 2012

EDITORIAL SERVICE:
Editorial Board, Social Forces, 2011-present

UNIVERSITY:
IRB focus group panel for Office of University Research.

COLLEGE:
Member, College White Paper Committee, 2009-2010
Member, Dean Search Committee, College of Liberal Arts, 2010
Member, Search Committee for Political Science, Department Head, 2013

Honors:
2009, Cornerstone Faculty Fellowship, College of Liberal Arts
KAZUKO SUZUKI

Professional Preparation

Princeton University, Department of Sociology, Ph.D., 11/2003
Princeton University, Department of Sociology, Master’s in Sociology, 1999
Aoyama Gakuin University, Tokyo, Japan, Bachelor’s in Economics, 1990

Appointments

Texas A&M University, Assistant Professor, Department of Sociology, 08/2009 – present.
Stanford University, Visiting Scholar, Center for Advanced Study in the Behavioral Sciences (CASBS) and the Center for Comparative Studies in Race and Ethnicity (CCSRE), Stanford, CA, 09/2009-07/2010.
Princeton University, Guest Scholar, Center for Migration and Development (CMD), 11/2008-06/2009.
Texas A&M University, Lecturer, Department of Sociology, College Station, TX, 09/2005-08/2009.
Social Science Research Council (SSRC)/Center for Global Partnership, Abe Postdoctoral Fellow, 07/2003-03/2004; 06-08/2005.
University of California at San Diego, Center for Comparative Immigration Studies (CCIS), Postdoctoral Research Fellow, 09/2002-05/2004; Visiting Researcher, 06-08/2002
  Project: Children of Immigrants Longitudinal Study
  Project Director: Prof. Alejandro Portes and Prof. Ruben G. Rumbaut

Publications

Books and Monographs

In Progress  Suzuki, Kazuko and Diego von Vacano, eds. Reconsidering Race (Book proposal accepted by Oxford University Press, currently preparing a full manuscript for external review).

Refereed Journal Articles


SELECTED FELLOWSHIPS AND RESEARCH GRANTS (2008-2013)
- Suzuki, Kazuko (PI). College of Liberal Arts Faculty Seed Grant Program, Texas A&M University, 2012 ($15,000).
Suzuki, Kazuko (PI) and Diego von Vacano (Co-PI). College of Liberal Arts Strategic Development Fund, Texas A&M University, 2011 ($26,600).
Suzuki, Kazuko (PI). Travel to Archives or Fieldwork Grant, Glasscock Center for Humanities Research, Texas A&M University, 2010 ($1,000).
Suzuki, Kazuko (PI). Stipendiary Fellowship, Glasscock Center for Humanities Research/ Institute for Pacific Asia, Texas A&M University, 2010 ($1,500).
Suzuki, Kazuko (PI). Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research, Texas A&M University, 2010 ($9,585).

COURSES TAUGHT AT TEXAS A&M

SOCI/WGST 207 Introduction to Gender and Society
SOCI 317 Sociology of Minority Groups [Race and Ethnic Relations]
SOCI 317-200 Sociology of Minority Groups (Honors) [Race and Ethnic Relations]
SOCI/WGST/ASIA/INTS 463 Gender in Asia
SOCI/ASIA 489-900 Writing Intensive Course: Race and Ethnicity in East Asia and Beyond
SOCI/WGST 489 Gender in Contemporary East Asia
SOCI 485-285 Directed Studies In-Absentia (International): Women and International Migration
INTS 491 Research: Women in China (In-Absentia)
SOCI 685 Directed Studies – Gender in Asia

Taught ‘Gender in Asia’ and ‘Race and Ethnicity in East Asia and Beyond’ as Capstone Courses for Asian Studies minors

Number of Graduate Student Currently Advising: 1

PROFESSIONAL AND SERVICE ACTIVITY


Service outside of Texas A&M University
WARREN WAREN

Professional Preparation

2009  PhD, Sociology, Texas A&M University, College Station, TX
2003  MA, Sociology, University of Arkansas, Fayetteville, AR
1993  BA, Sociology, Northeastern State University, Tahlequah, OK

Appointments

2013-current  Instructional Assistant Professor, Sociology Department, Texas A&M University
2010-2013  Visiting Assistant Professor, Sociology Department, University of Central Florida
2008-2010  Assistant Professor, Sociology Department, Loyola University New Orleans

Selected Publications


Honors and Awards
Communicator Award (2011), Award of Excellence (highest honor) with Level2 Productions in the Education Film/Video Category for the animated short titled, Sociology of Popular Music
Telly Award (2011) with Level2 Productions in the Education Film/Video Category for the animated short titled, Sociology of Popular Music

Courses Taught
SOCI 220  Undergraduate Research Methods
SOCI 420  Undergraduate Statistics (Writing Intensive)
Preface

Progressing through the graduate program in Sociology at Texas A&M University requires that students and faculty be familiar with the details of the graduate program. The purpose of this handbook is to provide a convenient reference for answering questions students and faculty may have about the current policies and procedures of our graduate program. For students new to the program, we hope the handbook provides a useful overview of departmental life and, even more, an encouragement to become an active participant in that life.

Please note that this handbook is meant to serve as a guide. It is not an official statement of university policy and should not be relied upon in place of graduate catalogs or other official university publications. While every effort has been made to provide correct and up to date information about university policies, students and faculty should consult the Texas A&M University Graduate Catalog for the official statements on university policies regarding degree requirements and related matters. View this handbook as a potential starting place to find out what you need to know on a wide variety of important topics.

This document is maintained by the department and is updated periodically to reflect relevant changes. If you find an error or notice information left out which should be included, please contact the graduate advisor or department head so appropriate revisions can be made.
COURSE WORK

1.0 Program Structure

Students may earn a master’s degree and a doctoral degree in the Sociology Department. The master’s degree may or may not entail completion of a thesis. Students who plan to continue with graduate studies will be better served by taking the thesis option or the master’s paper option. The thesis involves a formal thesis and the student earns a Master’s Degree. The Master’s Paper option is for students who are pursuing their doctoral degree and are working directly through all the requirements. The non-thesis option provides good preparation for work in an applied research setting. Rely on your committee chair to advise you about these three options.

1.1 Master’s Degree (Thesis Option)

The master’s degree (thesis option) requires a minimum of thirty-four credit hours of work. In addition, students must write a research thesis, which entails preparation of a research proposal and a thesis. The thesis is typically of journal article length and potentially publishable in quality, reporting on empirical research or a critical review of literature. Both the proposal and the thesis require an oral defense.

Prerequisites. Entry into the master’s program presupposes that students have completed preliminary courses in sociological theory, research methods, and statistics, equivalent to our courses SOCI 430, SOCI 420, and STAT 651. Students who have not will be required to pass the missing course work here as a condition of their enrollment in the program.

Required Courses. Seven courses (worth seventeen hours) are required for completion of the master’s degree. Two courses (six hours) are in theory: 611 Classical Theory and 615 Contemporary Theory. Students must take three methods courses, (for three hours each): 623 Measurement, 624 Qualitative or 625 Comparative and Historical and 631 Seminar in Sociological Research. In addition, a two-hour professional seminar (681) is required, with one hour devoted to professional training in teaching and the other hour to professional training in research.
Students must earn a grade of B or higher in all required courses to receive credit. Students who fail to do so may retake the required course one time. Failure to earn a B after repeating the course will result in the student being dropped from the program.

Elective Courses Three courses (nine hours) are free electives, one of which must be taken in the sociology department. Students may wish to use one of these electives to receive additional training in statistics.

Research Hours. The remaining course work—a minimum of eight hours of 691—is devoted to research on the master’s thesis/paper.

1.2 Master’s Degree (Non-Thesis Option)

Course requirements for the master’s degree (non-thesis option) are identical to those for the thesis option with these exceptions: Additional course work is substituted for a written thesis, and so this degree program requires no research hours. Elective hours are increased as follows. The number of elective hours taken is increased to 21, with 6 hours being directed individual study taken in consultation with the committee. Six elective hours are to be taken in courses offered outside the department in a supporting field, as approved by the student’s advisory committee. In addition, the student is required to pass an oral examination conducted by the student’s advisory committee.

1.3 Master’s Paper Requirement in pursuit of the Doctoral Degree

Course requirements for the Master’s Paper program are identical to those for the thesis option. The only difference is that no formal thesis is completed but rather a paper of publishable quality is required. This paper does not go through the formal channels of a thesis (that is, it does not have to meet any university office of graduate studies requirements). The student’s committee members sign an internal document when the paper is completed to the satisfaction of the committee.

1.4 Doctoral Degree

Concentrations:

(1) Crime, Law, and Deviance
(2) Culture
(3) Demography
(4) Political and Economic Sociology
(5) Race, Class and Gender
(6) Social Psychology

The doctoral degree requires a minimum of sixty-four hours of course work beyond the master’s degree or master’s paper program. In addition, students must pass a
preliminary examination in the student’s specialty areas. The preliminary examination is a written and oral examination administered by the student’s committee. The committee will give explicit requirements about the form of the exam to the student.

Students must also successfully complete and orally defend a written dissertation, which can be a book length monograph or several separate articles. The dissertation is original research the student has accomplished under the guidance of his or her committee. Part of this process includes preparation and defense of a dissertation proposal.

Doctoral students are required to fulfill requirements for a major and a minor.

   The major will consist of four courses from a single area of concentration.

   The minor will consist of three courses from a single area of concentration

   The major and minor may be comprised of courses from the same area of concentration providing the student’s committee approves the coursework for the major and the coursework for the minor as reflecting distinct specializations within the area of concentration.

   The minor (but not the major) may be constructed from an “open” concentration. That is, coursework for the minor may come from two or more concentrations if the student’s committee approves the three courses as reflecting a coherent program of study.

Prerequisites. All courses required for the master’s degree are prerequisites for the Ph.D. degree.

Required Courses. There are no specifically required courses in the doctoral program.

Coursework for the major concentration should include at least one survey seminar. Doctoral students will take qualifying exams in both their major and minor areas of concentration. The department requirements for the distribution of course hours within the 64 hours minimum hours required by the University should be amended as follows.

   A minimum of 21 hours in major areas of concentration (12 hours in the major and 9 hours in the minor).

   A minimum of 21 hours in electives.

   A minimum of 18 research hours.

   Note: The sum of these (a, b, and c above) is 21+21+18=60 hours. The University requirement is 64 hours. Thus, a student must take an additional 4 hours. With committee approval, these may come from any of the following areas: the student’s
major and minor areas of concentration, elective courses, and research hours. They may not come from readings courses (685’s) if the student has already included the 6 hour allotment provided for in the outline of degree requirements.

2.0 Course Offerings

With committee approval, may take some upper division undergraduate courses for graduate credit. (There is a limit of nine hours that may be used in this way for a master’s degree.) This possibility significantly expands the range of substantive areas students may study. (One might give special consideration to upper division honors courses.)

Students should expect to meet a higher standard than undergraduates do and to meet additional course requirements.

Students should also be alert for courses offered in other departments in the social sciences or humanities that may supplement instruction critical for their scholarly development.

2.2 Frequency of Course Offerings.

Required courses are offered at least once every year. Other courses listed in the catalog are offered at least once every three years. Occasional courses, listed as 689s or as rotating topics seminars within specific areas may only be offered once.

2.3 Readings Courses

Readings courses, though no substitute for seminars, are an important way to tailor one’s graduate training for in-depth study of a particular subject matter. Students are encouraged to meet with faculty to explore the possibility of undertaking specialized study.

Students may include up to 6 hours of readings courses (685’s) toward their combined master’s and doctoral degree plans with the following restrictions:

Readings courses may not be used to take the place of required theory and methods courses or a survey course in the student’s major area of concentration.

Readings courses taken will be excluded from calculations of student grade point average used in evaluations for department assistantships.

It is necessary to make arrangements for the course during the semester prior to the time you intend to undertake the study. Other faculty commitments may make it impossible for them to do a readings course with the students during a particular semester.
It is wise, though not mandatory, to have a specific project of study in mind before making initial contact with a faculty member.

2.4 Research Courses

Research courses provide students with time to conduct research for their master’s thesis/paper or dissertation. Before signing up for research hours, it is wise to meet with the chair of your committee to agree upon specific objectives to be accomplished during the semester.

Research courses do not receive letter grades until after a successful oral defense of the thesis/paper or dissertation.

2.5 New Courses (689s/489s)

Courses not listed in the catalog are given the number 689, for graduate seminars, or 489, for upper division undergraduate courses. Some of these are occasional courses offered one time only or else irregularly. Do not overlook these when registering. Even if they do not fit into your previous plan of study (see 3.0 Degree Plans below), plans of study are easily changed when doing so allows students to better meet their educational goals.

2.6 Proseminars

The department requires students to take a two-hour sequence for professional training in teaching and research. Their aim is provide practical guidance about how to perform effectively in these two central areas of professional life at A&M and after graduation.

The required Proseminar is structured in two semesters. The first semester will cover issues related to professional socialization within the discipline of sociology. ASA Code of Ethics is to be covered in one session of the seminar. The second semester will cover teaching sociology. Both of these Proseminars will be offered once a year.

Students must take both semesters to graduate. Students must take the teaching Proseminar before they teach for the department.

Additional Proseminars are taught regularly. These include proseminars addressing publishing, grant-writing and preparing for the job market.

3.0 Degree Plans

3.1 Purpose of Degree Plans

Degree Plans are forms filed with the Office of Graduate Studies, which list the courses, a graduate student plans to take to fulfill the degree requirements for a
master’s or Ph.D. degree. In addition, the form lists the members (and indicates the chairperson) of the student’s committee.

### 3.2 How and When to File Degree Plans

The degree plan requires that the student has formed a committee to supervise his or her graduate studies and that both the student and the committee agree on a proposed outline of courses to satisfy degree requirements.

Degree plan forms can be downloaded from the Office of Graduate and Professional Studies (OGAPS) web site. The information requested is straightforward and self-explanatory. Questions and requests for clarifications may be addressed to the Office of Graduate and Professional Studies, phone 845-3631; mail stop 1113, or the department graduate advisor.

There are a few things to note about filling out the form. First, no course hours listed on the form for one degree (master’s) may be listed again for another degree (Ph.D.). Second, any graduate course, which you do not wish to have included in your degree plan, may be listed in the section entitled “Prerequisites or Other Courses Not applicable for Graduate credit”. (Graduate courses listed in this section will not be included in your degree plan grade point ratio but will be included in your cumulative grade point ratio.)

You may find the following check list helpful in filling out your degree plan:

- Make sure you have included all required courses and sufficient electives and research hours.
- List only courses to be utilized for credit toward the degree being sought.
- Do not list a course that has been used previously toward another degree.
- In the tiny box entitled “PREREQUISITES OR OTHER COURSES Not Applicable for Graduate Credit” list courses required for admission, other prerequisites, or special cases.
- Provide official course numbers and department abbreviations.
- List 689 special topics courses by exact course title.
- List TAMU course titles exactly as in your registration record.
- List official grades received or leave grade blank for courses not yet taken.
- All committee members should be on the graduate faculty.
- Provide correct names and official department abbreviations for committee members.
- The Degree Plan form must be approved and signed by the student’s committee, and the department head.
Students are supposed to complete a degree plan at the end of their first year of study. Many students wish to wait longer than this to file a plan because they are uncertain about who they want to serve on their committee and which courses they ought to take to complete their degree program. These are not good reasons to delay, however, especially since delay may slow student progress through the program. To allay concerns about Forming a Committee and Changing Course Plans, read on.

3.3 Forming a Committee

Forming a committee to guide one’s graduate study is a big decision, and should be done with care.

Students need to know mainly three things to pick a committee: first, what general topical areas or sub fields in sociology are particularly interesting to them; second, which of our faculty share strong interests in these areas; and, third, how many people need to be on a committee.

Master’s committees must have at least three members, one of whom must come from outside the department. Ph.D. committees must have at least four members, one of whom must come from outside the department. The chair of the any graduate committee must be a member of the department.

Once students know their interest areas and how they overlap with those of the faculty, they should visit with the faculty whose interests they share, take courses with them if possible, talk with them at department gatherings, and by appointment in their offices. Make your shared interests known. If you can, reveal something about why you find the area intellectually interesting and what your professional aspirations are.

After a few weeks of diligent inquiry, you should be in a position to know fairly well those people on the faculty who are likely candidates to serve as committee members. (You may also find talking with fellow graduate students especially helpful in this regard.)

Visit your potential choice for committee chair and explore the possibilities of that person serving as your chairperson. If a match is made, then ask the chairperson for recommendations for committee members. (This is a particularly valuable way to determine who the outside committee member should be.) Then visit with those people whom you and your chairperson agreed would be good committee members, and soon the job will be done.

Sometimes it becomes clear to the student (or the committee members) that the progress through the program would be better served by making a change in the committee, whether changing a member or even changing the chair. If so, the
change should be made as soon as possible, by petitioning the Office of Graduate and Professional Studies. (Petitions can be obtained from the OGAPS website.) The graduate advisor will be glad to assist you if you need help.

Part II STUDENT EVALUATIONS

4.0 Course Grades

Course grades are an important indicator of one's progress in graduate study. Speaking generally, grades below B are not regarded as acceptable at the graduate level. A student who earns a grade of C or below in a required course will have to repeat the course and earn a grade of B or else face being dropped from the program. Students cannot graduate with grades of D or F in courses on their degree plan. Otherwise, students must maintain a grade point ratio of 3.00 to remain in the program. Note that some fellowships, assistantships, or other awards may specify a higher minimum grade point ratio to retain the award.

4.1 Incompletes

Students should be careful to complete their courses in the semester in which they are enrolled. Incompletes may be awarded, but only under exceptional circumstances as spelled out in the University's Regulations. Failure to clear up an incomplete within one semester causes the incomplete to be recorded as a failure ("F").

5.0 Faculty Reviews

Evaluation of the work of teaching assistants is central to the department’s aim to assure high quality undergraduate instruction. Yet it requires a flexible procedure because of the wide range of tasks assistants are required to perform and because teaching is not an activity that can be easily judged by mechanical means, over the short-term.

The evaluation process is divided into two parts. The first considers teaching assistants who are responsible for instructing their own course. The second considers teaching assistants who are helping faculty with their courses.

5.1. Teaching Assistants with Full Course Responsibility
The work of teaching assistants with full course responsibility will be evaluated by multiple means. Responsibility for coordinating the evaluation will rest with the graduate advisors.

First, before the beginning of the semester in which they are to teach, they will submit a copy of their proposed course outline to an advisor of their choosing, or the professor chairing the teaching seminar. The advisor will meet with the assistant to review the course plan, offering comments to indicate its strengths and weaknesses. (If necessary the process will be repeated until a course outline is produced that the graduate advisors approve.)

Second, an advisor will visit each assistant's class at least twice over the course of the semester. The visiting faculty member will meet with the assistant afterwards providing comments on the conduct of the class.

Third, courses will be subject to the standard student evaluation, the results of which will be given to the assistant and the graduate advisors. The graduate advisor will arrange to meet with the assistants after the evaluations are distributed to review their content and usefulness as a guide for improving the quality of course instruction.

**5.2. Teaching Assistants Aiding Faculty**

The work of teaching assistants aiding faculty is varied in content, ranging from library research necessary to support course preparation to meeting student discussion sections. The most important evaluation will occur informally throughout the semester as individual faculty counsel with their assistants. More formal performance evaluations to augment this process must be open-ended and task related. Two measures will be used.

First, the faculty to whom assistants are assigned will evaluate their assistant's performance at the end of the semester. They will provide a memo to an evaluation committee which (a) describes the task or tasks which they asked the assistant to perform, (b) provides a statement of the assistant’s strengths and weaknesses in performing each task, and (c) provides an overall assessment of the assistant's performance. The department has a standard form for this evaluation.

Second, also at the end of the semester, the assistants will provide a memo to the graduate advisors (a) describing the tasks they were asked to perform, (b) assessing the strength and weaknesses of their performance of each task, and (c) offering an overall assessment of their performance.

**6.0 Formal Examinations**
6.1 Master’s Degree Final Examination

Before graduating, at the end of their degree program, master’s students must pass a final oral examination. The examination is conducted by the student’s committee, but all graduate faculty are invited to attend. The examination covers all work taken on the degree plan and, when appropriate, the results of the thesis/paper project. A student who fails will have one opportunity to repeat the examination.

6.2 Master’s Paper Examination. Ordinarily a student will present his or her paper to the committee and other interested faculty and students; however, this is a committee decision.

6.3 Doctoral Preliminary Examination

The preliminary examination tests students’ competence in their areas of specialization. Students decide on specialty areas in consultation with their committee.

The preliminary examination has both a written and an oral component, and is created, administered, and graded by the students’ committee. Three grades are possible: Pass with distinction, pass, or fail. A student who fails the examination may retake the exam after a period of six months. Students who fail a second time are dropped from the program.

6.4 Dissertation Proposal Hearing

Students must prepare a written proposal of the research they intend to do for their Ph.D. dissertation. The proposal must be approved by the students’ committee. Final approval occurs after the proposal has been presented and defended at a hearing. A dissertation thesis proposal must be submitted to the office of graduate studies at least 15 working days before the request for final defense (which is officially called the final examination). Keep in mind that if human participants are involved, compliance issues must be addressed.

Committees vary in their expectations of how detailed a proposal should be and on how far along students should be in their research before having their hearing. What is constant, however, is that the proposal specifies clearly what the research project intends to accomplish (to refute a widely accepted theory, to gather new evidence on subject about which we know too little, to offer a new theory, etc.) and how the study has been organized to make the research goal attainable.
Students who are unsure about how to write a proposal should consult with their committee, read previously approved proposals, and check the library for sources on the subject.

6.5 Ph.D. Final Examination

After the dissertation is completed, students defend their work in an oral examination. (Make sure to check deadline dates announced each semester by the Office of Graduate and Professional Studies, Defenses must ordinarily be conducted at least one month before the degree is to be conferred) The examination is conducted by the student's advisory committee. The examination may cover the broad field of the student's training. The major portion of the time, however, is usually devoted to the dissertation.

Part III STUDENT SUPPORT

7.0 Financial Aid and Assistantships

7.1 Sources of Financial Aid

Financial aid for graduate study is limited and more often awarded on the basis of merit alone rather than on need. There are three chief sources of aid available through the university, fellowships, assistantships, and employment on faculty grants.

Fellowships. Fellowships are occasionally awarded by the university. Fellowships may have special registration requirements. They offer the student a stipend.

Assistantships. Assistantships are more widely available than fellowships, but these awards are limited as well. The department regularly awards a number of teaching and research assistantships. Faculty members with internal and external grants and other sources of funding also may award research assistantships.

Teaching assistantships provide financial support for nine months. Teaching assistants are usually assigned to assist a professor in course work. Advanced students may teach one three-hour course, under the supervision of appropriate faculty. Summer assistance is sometimes available.

Research assistantships vary in term. Department assistantships are normally for the 9-month academic year.
All fellowship recipients and graduate assistants are exempt from paying out-of-state tuition rates.

*Faculty Employment.* Individual faculty members or institutes sometimes hire graduate students with funds from their research grants or operating budgets. The amount of financial support provided and the duties to be performed vary widely by assignment.

Those hired as graduate assistants by faculty or research institutes or other units are also exempt from paying out-of-state tuition.

### 7.2 Procedures and Criteria for Assigning Departmental Procedures

**GENERAL ORGANIZATION AND PROCEDURES**

**A. Organizational Recommendations**

1. A “Graduate Admissions, Evaluation, and Appointment Committee” should be formed. It will perform the admissions functions of the current “Graduate Recruitment Committee” and the function of evaluating continuing students for assignment of departmental assistantships.

2. The admissions function and the function of evaluating continuing students are both substantial burdens. Therefore, the size of the Admissions, Evaluation, and Appointment Committee should be sufficient to allow the formation of separate recruitment and evaluation subcommittees if appropriate.

3. Department policy regarding the procedures for the allocation of department assistants to support faculty efforts involves, but is not exclusive of, the following:
   a. the number of students taught,
   b. teaching SOCI 420 and SOCI 631, and
   c. department needs and special commitments.

**B. General Procedures for Reviewing Continuing Students**

1. Continuing students wishing to be considered for departmental assistantships must apply to the Graduate Admissions, Evaluation, and Appointment Committee using standard application forms to be distributed to all students after the second week of December.

2. Completed application forms are to be returned to the graduate office by the date on the application form. It is solely the responsibility of the graduate
student to submit a completed form with accompanying evidence of completion of various requirements.

3. By the end of the sixth week of the spring semester (four weeks from the application deadline), the committee will
   a. review the graduate students using criteria outlined below;
   b. establish a ranking of applicants;
   c. make decisions on appointments to departmental assistantships; and d. notify students of the decisions.

4. Faculty members on the graduate admission/evaluation committee are to excuse themselves from scoring for departmental assistantship evaluation of graduate students who were assigned to them for the previous semester (Fall) as departmental assistant or for whom they are chairperson of either a thesis or dissertation committee.

C. Appeals Process

1. A student wishing to appeal a decision should meet first with the chair of the committee to review the decision.

2. If the student wishes to pursue the appeal further, she or he should meet with the Department Head who may appoint an independent appeals committee to review the decision.

SPECIFIC PROCEDURES

A. Assignment of Assistantships to Newly Admitted Graduate Students

1. Newly admitted graduate students should be ranked for departmental assistantship awards giving approximately equal weight to the following criteria.

   a. Quantitative Information including
      • Graduate Record Examination scores
      • Grade Point Average
      • TOEFL scores (foreign applicants)

   b. Qualitative and/or Supplemental Information including but not limited to
      • letters of recommendation
      • examples of student writing
      • applicant’s statement of interest and intent
2. Incoming graduate students who receive graduate assistantships will be funded for two years contingent on maintaining progress in the program. These graduate students progress will be evaluated at the end of the first year by the Graduate Admissions, Evaluation, and Appointment Committee. The second year of funding is contingent on (1) achieving the 3.5 grade point average, (2) performance on their graduate assistantship assignment when appropriate, and (3) completing a total of 6 courses including at least 4 required theory and method courses.

B. Assignment of Assistantships to Continuing Students

1. To be eligible for consideration for a departmental assistantship, a student must be in good standing with the graduate school and the department.

Students who enter with a B.A. or B.S. will not ordinarily receive more than five years of funding. Students who enter with a M.S. or M.S. will not ordinarily receive more than four years of funding. Exceptions may be made in the case of extreme departmental need, or if there are other extenuating circumstances, if funding is available. The criteria to assign departmental assistantships on a competitive basis are specified below.

2. Continuing graduate students in good standing will be ranked with respect to awarding departmental assistantships according to the following four criteria: Progress in the Program, Grade Point Average, Teaching/Research Assistantship Evaluation, and Professional Activity.

a. Progress in the Program

Graduate students entering with a B.A. or a B.S. are expected to finish the program in five years and will be evaluated based on the following standard of progress in the program.

• At the end of 2 semesters, students are expected to have completed a minimum of 4 required theory and methods courses, and all required theory and methods courses should be completed by the end of 4 semesters.
• At the end of 4 semesters, students are expected to complete their master’s thesis/paper.
• At the end of 7 semesters, students are expected to complete their comprehensive exams.
• At the end of 8 semesters, students are expected to complete their dissertation proposal.
• At the end of 10 semesters, students are expected to complete their dissertation.

Graduate students entering the program with a M.A. or M.S. are expected to finish the program in four years and will be evaluated based on the following standard of progress in the program.

• At the end of 2 semesters, students are expected to have completed a minimum of 4 required courses, and all required courses should be completed by the end of 4 semesters.
• At the end of 5 semesters, students are expected to complete their comprehensive exams.
• At the end of 6 semesters, students are expected to complete their dissertation proposal.
• At the end of 8 semesters, students are expected to complete their dissertation.

Waived courses do not count toward progress in the program for purposes of evaluation assessment.

Consideration may also be given if information is provided to the committee that impede students’ progress in the program (e.g., unusually time-consuming data collection, severe illness), and the following factors:

For all students: hours of coursework, completion of required courses, timely completion of incompletes (carrying two or more incompletes over two semesters is grounds to disallow participation).

For master’s students: formation of thesis/paper committee and identification of a committee chair, defense of proposal, and progress on the thesis/paper (as reflected in letters from the chair of the student's advisory committee).

For doctoral students: identification of specialty areas, completion of specialty coursework, formation of dissertation committee and identification of a committee chair, approval of a degree plan, approval of relevant readings lists, defense of dissertation proposal, and progress on the dissertation (as reflected in letters from the chair of the student's advisory committee).

b. Grade Point Average (GPA)

c. Teaching Assistant / Research Assistant Evaluations
The committee will evaluate student performance in previous departmental assistantships and previous non-departmental research assistantships (for students holding an assistantship only).

Assistantship evaluations are scored using a form provided as Appendix 2 to this section.

d. Professional Activity

When graduate students receive their Ph.D. they are expected to have demonstrated professional activity in the areas of teaching and research.

- Professional activity in the areas of research will be evaluated based on students' progress in demonstrating the capacity to publish a peer reviewed sociology article.
- Professional activity in the area of teaching will be evaluated based on the students' progress in demonstrating the capacity to competently teach a college or university course.

The Committee will also consider the following types of professional activity:

- submitting a grant or fellowship proposal,
- obtaining funding from outside the department but within the university,
- obtaining funding from outside the university,
- taking advanced methods courses in other departments, and
- engaging in collaborative analysis with faculty.

The Graduate Recruitment & Retention Committee will place primary emphasis on professional activity during the year of the evaluation, but can consider the entire record.

Guidelines for the Graduate Research and Retention Committee

The Graduate Research and Retention Committee will use the following guidelines when assigning a score to graduate students for professional activity. (In these guidelines, semester is defined as a regular academic semester (i.e., spring and fall, it does not include the summer semester).)

There are two implications of the expectations described in these guidelines:

- Overtime, graduate students are expected to become competent teachers and researchers.
- Graduate students at later stages of their graduate career will not receive the same credit for the same activities as graduate
students who are earlier in their graduate career (e.g., presenting a paper at a regional conference or annual meeting, guest lecturing in a faculty members' class).

**Research**

In addition to Department research requirements, graduate students entering the program with a B.A. or a B.S. are expected to do the following to demonstrate professional activity in the area of research.

- At the end of 6 semesters, students are expected to present a paper at a conference (i.e., regional, national, specialty) or a department brown bag. (This paper might be developed from their Master’s thesis.)
- At the end of 8 semesters, students are expected to have submitted a single authored article or two coauthored articles to peer reviewed sociology journal(s).
- At the end of 10 semesters, students are expected to have published a single authored article or two coauthored articles in peer reviewed sociology journal(s).

In addition to Department research requirements, graduate students entering the program with a M.A. or M.S. are expected to do the following to demonstrate professional activity in the area of research.

- At the end of 4 semesters, students are expected to present a paper at a conference (i.e., regional, national, specialty) or at a department brown bag.
- At the end of 6 semesters, students are expected to have submitted a single authored article or two coauthored articles to peer reviewed sociology journal(s).
- At the end of 8 semesters, students are expected to have published a single authored article or two coauthored articles in peer reviewed sociology journal(s).

**Teaching**

In addition to Departmental teaching requirements, graduate students entering the program with a B.A. or a B.S. are expected to do the following to demonstrate professional activity in the area of teaching.
• At the end of 6 semesters, students are expected to complete a teaching workshop or similar teaching activity. (This may include workshops available on campus.)
• At the end of 8 semesters, students are expected to attend teaching activities (e.g., workshop, sessions that focus on teaching) at a professional conference or guest lecture in a faculty member’s class.
• At the end of 10 semesters, students are expected to have competently taught a sociology course at a college or university.

In addition to Department teaching requirements, graduate students entering the program with a M.A. or M.S. are expected to do the following to demonstrate professional activity in the area of research.

• At the end of 4 semesters, students are expected to complete a teaching workshop or similar teaching activity on campus. (This may include workshops available on campus.)
• At the end of 6 semesters, students are expected to attend teaching activities (e.g., workshop, sessions that focus on teaching) at a professional conference or guest lecture in a faculty member’s class.
• At the end of 8 semesters, students are expected to have competently taught a sociology course at a college or university.

3. Scoring Individual Items and Computing Final Evaluation Scores

Applicants will be scored on each of the relevant items (i.e., Progress in the Program, Grade Point Average, Teaching/Assistantship Evaluation, and Professional Activity) on a scale of 1 to 5 where a score of 5 indicates the highest evaluation. Scores will be assigned by all members of the committee and averaged across committee members. The assignment of scores will be left to the judgments of committee members with the exception of grade point average which will convert the GPA to a 5-point basis using a formula noted below:

**Progress in the Program.** Applicants will be scored on their progress in the program based on the following:

- 5 well beyond the guidelines
- 4 beyond the guidelines
- 3 on track with guidelines
- 2 lagging behind guidelines
- 1 substantially behind guidelines
**Grade Point Average.** Applicants will be scored on their grade point average according to the following.

Applicant’s grade point ratio will be scored as GPA * 1.25.

Example 1 - a student with a GPA of 4.0, is scored 4.0 * 1.25 = 5.000. Example 2 - a student with a GPA of 3.5, is scored 3.5 * 1.25 = 4.375.

Grade point average is computed for all coursework including courses outside of the department (it is not limited to degree plan courses).

SOCl 685 Directed Studies courses are *not included* when computing grade point averages.

Grades are obtained by department staff from official university records (e.g., SIMS).

Recent grade changes must be documented to be considered.

Incompletes must be resolved within one semester. Incompletes that have not been resolved convert to F and are included in the calculations. They carry a grade point of 0 and thus impose a significant penalty on GPA.

**Teaching Assistant / Research Assistant Evaluation.** Applicants will be scored on assistantship performance based on the Teaching Assistant / Research Assistant Evaluation Form (i.e., Appendix 2) that is filled out by the faculty member supervising the graduate student holding the GTA.

The mean score of the responses from Appendix 2 will be the research assistantship score. Graduate students are responsible to provide the faculty members that supervised their GTA with the evaluation forms two or more weeks in advance of the deadline for submitting them to the Department.

**Professional Activity.** Applicants will be scored on professional activity based on the following:

- 5 very high activity
- 4 high activity
- 3 average activity
- 2 low activity
- 1 little or no activity

4. After scores on individual items are obtained for each student, a weighted sum of the item scores will be computed as follows.

**Students who are holding a departmental assistantship.**
50% Progress in the Program
20% Grade Point Average
20% Assistantship Evaluations
10% Professional Activity

**Students who are not holding a departmental assistantship.**

60% Progress in the Program
25% Grade Point Average
15% Professional Activity

Graduate students at early stages of the graduate program are not evaluated on the professional activity criteria because they are expected to focus on obtaining sociological knowledge through their academic work (e.g., courses, writing a thesis) to prepare them to teach and conduct research. (The Guidelines for the Graduate Research and Retention Committee herein identify graduate students who are not evaluated on professional activity.)

When profession activity does not apply, students with an assistantship will be evaluated based on:

60% Progress in the program
20% Grade point average
20% Assistantship evaluation

When profession activity does not apply, students without an assistantship and will be evaluated based on:

70% Progress in the program
30% Grade point average

**Examples of Scoring**

Student A with GPR 4.0 (scored 4.0 · 1.25 = 5.000) and other scores. This student is a doctoral student who held an assistantship. They are evaluated on all four items.

<table>
<thead>
<tr>
<th>Item Score</th>
<th>Item Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>5.000</td>
<td>50%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>5.000</td>
<td>20%</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>4.000</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>4.000</td>
<td>10%</td>
</tr>
</tbody>
</table>

Score based on Sum 4.700
Student B with GPR 3.7 (scored $3.7 \cdot 1.25 = 4.625$) and other scores. This student is a doctoral student who did not hold an assistantship in the previous year.

<table>
<thead>
<tr>
<th>Item Score</th>
<th>Item Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>4.000</td>
<td>60%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>4.625</td>
<td>25%</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>4.000</td>
<td>15%</td>
</tr>
<tr>
<td>0.600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score based on Sum: 4.156

Student C with GPR 3.4 (scored $3.4 \cdot 1.25 = 4.250$) and other scores. This student is a master’s student and is not evaluated on professional activity.

<table>
<thead>
<tr>
<th>Item Score</th>
<th>Item Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>4.000</td>
<td>60%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>4.250</td>
<td>20%</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>4.000</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Score based on Sum: 4.050

Student D with GPR 3.8 (scored $3.8 \cdot 1.25 = 4.750$) and other scores. This student did not hold an assistantship in the previous year. This student is a master’s student and is not evaluated on professional activity.

<table>
<thead>
<tr>
<th>Item Score</th>
<th>Item Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>3.000</td>
<td>70%</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>4.250</td>
<td>30%</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Score based on Sum: 3.375
5. Reporting Guidelines. Graduate students are responsible for ensuring that the Graduate Program and Recruitment Committee receives the following.

a. An updated and accurate copy of Appendix 1: Information Sheet: Graduate Students’ Progress in the Program.
b. Documentation on accomplishment with regard to professional activity.
c. When appropriate (i.e., for graduate who held a GTA and were assigned to a faculty member), a Teaching Assistant / Research Assistant Evaluation Form (i.e., Appendix 2) from each faculty member they assisted.
d. When appropriate (i.e., for graduate students who taught a course): (1) teaching evaluations, and (2) average grade assigned to the students in the class(es) taught.

In addition, graduate students may include a statement describing their progress in the program, professional activities, and, when appropriate, GTA responsibilities.

6. Continuing students will be ranked based on the weighted sums of item scores. Assistantships will be offered to the highest ranked student. This process will continue until all available assistantships are assigned and accepted.

7. In the event of ties in the ranking, preference should be given to students who have the fewest years of departmental support. Otherwise, the committee will make a good faith attempt to differentiate fairly between the tied students.

8. Exceptions to the allocation process outlined here can be made to accommodate important departmental needs (e.g., specific departmental teaching needs, departmental needs to provide assistants to research projects to fulfill “matching” obligations, etc.).
### Appendix 1: Information Sheet: Graduate Students’ Progress in the Program

Semester and year of admission to the graduate program ________________

- Entered the graduate program with a B.A or B.S.
- Entered the graduate program with a M.A or M.S.

**Required Coursework**

Enter N/A if you entered the graduate program with a M.A. or M.S. and have been formally exempted from taking a required course. Note: formal exemption requires a memo signed by the Graduate Advisor and Department Head.

**Completion of required theory courses (N/A if exempt).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>611 Classical Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>615 Contemporary Sociological Theory</td>
<td></td>
</tr>
</tbody>
</table>

**Completion of required methods courses (623, 631, and either 607 or 624; N/A if exempt).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>607 Comparative and Historical Methodology</td>
<td></td>
</tr>
<tr>
<td>623 Measurement of Sociological Parameters</td>
<td></td>
</tr>
<tr>
<td>624 Qualitative Methodology</td>
<td></td>
</tr>
<tr>
<td>631 Seminar in Sociological Research (Quant.)</td>
<td></td>
</tr>
</tbody>
</table>

**Other M.S. Requirements: Name of M.S. Committee Chair**

- M.S. degree plan approved  Semester Completed: 
- M.S. thesis completed  Semester Completed: 

**Courses in Major Area of Doctoral Study: Name of Major Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Courses in Minor Area of Doctoral Study: Name of Minor Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Doctoral Requirements: Name of Ph.D. Committee Chair**

- Ph.D. Degree plan approved  Semester: Completion
- of comprehensive exams  Semester: 
- Completion of dissertation proposal  Semester: 
- Completion of dissertation  Semester: 

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218 | P a g e
Appendix 2: Teaching Assistant / Research Assistant Evaluation Form

Section to be filled out by student applicant.

Name of Assistant: ___________________________________________
Name of Professor: ___________________________________________
Course/Project: _________________________ Semester/Year _________

Section to be filled out by Professor for whom student served as TA/RA.

Please answer the following questions regarding the student’s performance as a teaching or research assistant in relationship to standards that are consistent with that of a responsible future faculty member or professional sociologist.

1. Did he/she carry out the duties assigned to them?
   
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

2. Did the student finish assignments in a timely manner?
   
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

3. Did the quality of the student’s work live up to your expectations?
   
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

4. Did the student make original contributions of their own? (Please note if the opportunity was not available)
   
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

5. Did the student meet with you on a regular basis as expected and keep appointments with others (e.g., students or project members)?
   
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor
Other Comments: Please add any additional comments you believe are relevant to a fair evaluation. This might include more specific information about accomplishments or extenuating circumstances relevant to less than expected performance. Use the reverse side or include an attachment.

Checklist of Materials to Include with Your Application

1. Assistantship Application form.

2. Student Information Form (Appendix 1).

3. Assistantship Evaluation Forms (Appendix 2). Where appropriate the form should be provided to the relevant faculty members. Note the faculty members you have asked to submit evaluation forms.

4. Documentation of Professional Activities. This may be an updated CV, or a statement, or both.

5. Documentation of recent grade changes or resolutions of incompletes (these may not reflected in official records).

6. A statement providing information regarding unusual circumstances that have impeded progress in the program (e.g., serious illness requiring temporary withdrawal from the university). Please note that financial need is not considered in assistantship evaluations and thus statements speaking to this cannot be taken into account.
# APPENDIX H. PHD PLACEMENT, 2008-2012

*First job after graduation; where known, current job is also listed.*

## 2008

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Ketchum</td>
<td>Assistant Professor, University of Oklahoma</td>
</tr>
<tr>
<td>Warren Waren</td>
<td>Assistant Professor, Loyola New Orleans → Instructional Assistant Professor, Texas A&amp;M University</td>
</tr>
<tr>
<td>Ginny Garcia</td>
<td>Assistant Professor, University of Texas-San Antonio → Assistant Professor, Portland State University</td>
</tr>
<tr>
<td>Kathy Hille</td>
<td>CEO, Houston Metro Urology</td>
</tr>
</tbody>
</table>

## 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Garrick Harden</td>
<td>Assistant Professor, Lamar University</td>
</tr>
<tr>
<td>Xi Chen</td>
<td>Research Analyst, Yale → Assistant Professor, Quinnipiac University</td>
</tr>
<tr>
<td>Kamesha Spates</td>
<td>Assistant Professor, Colorado State University-Pueblo; Assistant Professor, Kent State.</td>
</tr>
<tr>
<td>Marcus Aldredge</td>
<td>Assistant Professor, Iona College</td>
</tr>
<tr>
<td>Heather Terrell Kincannon</td>
<td>Consultant → Research Analyst, Population Reference Bureau</td>
</tr>
<tr>
<td>Wadha Alnauimi</td>
<td>Assistant Professor, University of United Arab Emirates</td>
</tr>
<tr>
<td>Rachel Cortes</td>
<td>Statistician, U.S. Census Bureau</td>
</tr>
<tr>
<td>Sean Elias</td>
<td>Assistant Professor, Prairie View A&amp;M → Visiting Assistant Professor, University of Mississippi-DeSoto</td>
</tr>
<tr>
<td>Brittany Slatton</td>
<td>Assistant Professor, Texas Southern University</td>
</tr>
</tbody>
</table>

## 2010

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosalind Chou</td>
<td>Postdoc, Duke University → Assistant Professor, Georgia State University</td>
</tr>
<tr>
<td>Bethany DeSalvo</td>
<td>Statistician, U.S. Census Bureau → RDC Administrator (GS13)</td>
</tr>
<tr>
<td>Evelyn Expinoza Sandoval</td>
<td>Assistant Professor, Universidad del Valle de Guatemala</td>
</tr>
</tbody>
</table>
Christine Guarneri  Statistician, U.S. Census Bureau
Lindsay Howden  Statistician, U.S. Census Bureau
Chris Russell  Senior Quantitative Analyst, NMR Group
Robert Cherry  Director of Academic Advising, University of Wisconsin-Superior
Leslie Meyer  Assistant Professor, University of Texas-Brownsville

2011

Lindsay Anderson  Assistant Professor, Campbellsville University
Christopher Chambers  Lecturer and Head Advisor, Northeastern University
Jesus García  Lecturer, University of Texas-Pan American → Director, BorderLife Research Project, University of Texas-Pan American
Kristen Lavelle  Teaching Assistant Professor, Montana State University, Assistant Professor, University of Wisconsin-Whitewater
Ruth Thompson-Miller  Assistant Professor, University of Dayton
Veeda Williams  Assistant Professor, Prairie View A&M University
Janie Filoteo  Assistant Professor → Associate Professor, Lone Star College-Tomball
Hilario Molina  Visiting Professor, Earlham College → Assistant Professor, Indiana University of Pennsylvania
Aurelia Murga  Assistant Professor, University of Texas-El Paso
George Touche  Visiting Assistant Professor, Tulane University
Eugenia Conde-Dudding  Postdoc, Rutgers University
Nicole Farris  Assistant Professor, University of West Alabama
Anna Iwinska-Nowak  Research Scientist, Millward Brown, Poland
Jie-Sheng Jan  Postdoc, National Chengchi University
Carlos Siordia  Postdoc, UT-Medical Branch at Galveston → Postdoc, Center for Aging and Population Health, University of Pittsburgh
Danielle Deng  Research Associate, New Mexico State

2012

Shilpa Ranganathan  Instructor, Fresno City College
Munajat  Instructor, University of Indonesia
Robert Carley  Instructional Assistant Professor, International Studies, Texas A&M University
Louwanda Evans  Assistant Professor, Millsaps College
Rachel Romero  Instructor, Texas State-San Marcos
Tony Love  Assistant Professor, University of Texas-Arlington → PostDoc, Texas A&M, Assistant Professor, University of Kentucky
Nichole Boutte-Heiniluoma  Instructor, Houston Community College → Assistant Professor, Ashford University

2013

Jennifer Davis  Assistant Professor, James Madison University
Jessica Barron  Postdoc, Duke University
Jennifer Mueller  Assistant Professor, Sociology and Assistant Director, Intergroup Relations Program, Skidmore College
James Chouinard  Adjunct Assistant Professor, James Madison University
Daniel Delgado  Assistant Professor, Salem State University
Carlton Mathis  Assistant Professor, Kent State University
APPENDIX I. SURVEY OF RECENT PHD GRADUATES

We asked former graduate students who graduated between 2008-2013 to tell us about their experiences with the graduate program curriculum, mentoring, diversity, funding, and job market preparation. The responses were:

Response 1:

1) Graduate Program Curriculum: Curriculum was good for me. My major and minor area courses were offered regularly as well as other areas like race.

2) Graduate Mentoring: Excellent, depending on who your mentor(s) was/were. I had Dudley and I don’t think anyone better exists. Jane also mentored me and like Dudley, she was amazing. It’s my understanding that not all graduate students have the same experience, but obviously when it comes to different personalities there is going to be some variation.;

3) Diversity in the Department of Sociology: Good. Very diverse. I loved the international student population.

4) Graduate Funding: Worked out for me (after a first year of no funding) but there are some potential problems. Needs more transparency and perhaps some changes in comparing Bachelor only students to those who come in with a Master’s Degree.

Regarding preparation for the job market- don’t give grads false hope. Meaning that they will likely almost never be able (at least in this job market) to be able to obtain employment in any university similar to A&M. Tell them to prepare themselves for perhaps a lower caliber of student.

Response 2:

1) Graduate Program Curriculum

I was happy with the curriculum at TAMU (2004-06). I had transferred from a different program at a different university (a bit more highly ranked, in fact), and I found the TAMU soc courses to be more rigorous, the professors more skilled, and the courses overall more topically interesting.

2) Graduate Mentoring

In my view, this was the weakest part of the dept (my tenure being 2004-11, although I was in absentia from ‘06-‘11), compounded by the fact that tenure-track jobs started drying up a couple years prior to me going on the market, and the publishing I hadn’t done/prepared I felt came back to bite me. Although I take responsibility for my research agenda and publication process, I have over the years become aware of some ways in which other departments set up their grad students for success -- for example, the standard/norm of writing the dissertation as 3 stand-alone articles so that you have multiple canned pieces to send out for review immediately following, or even prior to, the diss defense. It seemed like at TAMU the publishing preparation was expected to happen via mentorship rather than facilitated by the department itself.
3) Diversity in the Department of Sociology

Diversity has been good in TAMU sociology from my experience, both among professors and students - and especially strong regarding race-ethnicity. There didn't appear to be tokenism or a strongly exclusive/white culture within the department, but rather a genuine willingness and openness to listen to and incorporate others' points of view. At least that was the impression I got as a grad student... I just think it's the culture/norms of College Station (and, to a certain extent, the University) that makes it difficult for the dept to keep its faculty of color in particular.

4) Graduate Funding

I felt for others who lacked the level of funding I was able to secure. Having to compete each year for funding, and not every student having to do so, seemed to raise angst and resentments.

Lastly, we would like to ask you whether there were any things we, as a department, could have done to better assist you when you were on the job market?

N/A

Response 3:

1) Graduate Program Curriculum

The curriculum included a lot of really great race and demography classes, but I struggled to get enough Culture and Social Psychology. The classes in these areas that they did offer was great, but I would like to see more of them.

2) Graduate Mentoring

I had phenomenal mentoring. Jane Sell and Sarah Gatson in particular facilitated professional growth through a perfect balance of academic autonomy and careful support.

3) Diversity in the Department of Sociology

The department has done really well achieving racial and gender diversity among the students, and are improving at the faculty level.

4) Graduate Funding

Graduate funding was always a source of stress. Many members of the faculty work hard to get as many people funded as possible, but there remained a lot of unfunded students. The process by which funding decisions were made was not always clear. It is supposed to be based on progress through the program, but there seemed to be quite a bit of deviation from this. What that said, I think professional development—especially for those more advanced in the program—should hold greater weight than speed of progress. I say this for two reasons. First, those with quantitative projects necessarily have the advantage in getting through the program more quickly, simply due to the nature of their work. Second, the emphasis on speed—rather than quality—creates incentives...
for students to put their noses down and work on a dissertation rather than branching out into side projects and publishing articles.

Lastly, we would like to ask you whether there were any things we, as a department, could have done to better assist you when you were on the job market?

Some schools have designated personnel to assist faculty and graduate students as students go on the market. I realize this may be financially prohibitive, but it would be nice!!

Response 4:

1) Graduate Program Curriculum

I think that the curriculum when I was working toward my Ph.D. (came in with MA) was strong. The required theory and methods courses are arrayed properly privileging general qualitative and quantitative and adding in historical methods as an option or as an area specific method. I think that the electives are largely representative of the strengths of the department and, also, there are plenty of opportunities to take elective classes across the college: a good option for students who are at the edges of the sociological mainstream.

I do think that it would benefit graduate students to have an option for an intensive study of a theory, body of concepts, or theorist that has, recently, strongly influenced the field. Perhaps a seminar in contemporary social thought. It would focus on, for example, "critical globalization studies," "Hardt & Negri: Empire, Multitude, Commonwealth," or "Pierre Bourdieu." In my entire time in the department Bourdieu was never on a single graduate syllabus.

2) Graduate Mentoring

Is uneven, depending on how well students are integrated into faculty research in general and, also, on the students' main area in particular. However, there are a lot of faculty and I think there is enough time for students to find out who could address their current and professional needs. Obviously senior faculty have the requisite wisdom for mentoring. However, early-mid career faculty have a better understanding of current job market forces and of the current culture of graduate study than do senior faculty. Their experiences can be very valuable to graduate students. The department should shift work loads so that these faculty can mentor. I think, too, there are more early and mid career faculty in the department. This, including the senior faculty, would give the students an extraordinary variety with regard to mentoring.

3) Diversity in the Department of Sociology

It's good! I believe that the graduate student population in the most diverse in the college. There could always be improvement in this area, though.

4) Graduate Funding

Also uneven. I can only say that I think our department ought to be higher in the national rankings (I think it is mis-ranked). I don't have time to elaborate here. The
department will always fare better in an external review if all its students, especially those on the Ph.D. track, are funded.

Lastly, we would like to ask you whether there were any things we, as a department, could have done to better assist you when you were on the job market?

The seminar is excellent and Jane Sell’s idea to invite early career folks back to speak about their experiences was great; the latter was probably the best. It should be done most consistently. Students may have an easier time speaking to recent grads—that they may know directly—than faculty. Also, it was my experiences that in conversations with those recently hired into other departments a higher level of detail comes across in conversation about the market and also a much greater degree of empathy. The value of the latter cannot be overstated!!

THANKS WENDY!

Response 5:

1) Graduate Program Curriculum - I liked the flexibility I had in my graduate curriculum. In addition to the core courses, I was able to take electives that were complementary to my major concentration and research. As a faculty member now at a PhD granting soc department, I see how too many requirements can hinder students and appreciate the room and options I had as a student at A&M. I don’t feel as if I was forced to take something that was slowing my progress or unnecessary.

2) Graduate Mentoring - I had amazing mentoring. Joe R Feagin, Wendy Moore, Stuart Hysom, and Jane Sell were fantastic. Joe and Wendy were especially adept in providing guidance and support for me as a student of color. Being a critical race scholar can be burdensome and Drs. Feagin and Moore were always accessible and took great care in helping me along my graduate school road.

3) Diversity in the Department of Sociology - In terms of critical scholarship, I think TAMU is among the most inclusive in the country. I think faculty wise, all departments, including A&M can further diversify their faculty. I think the graduate students are extremely diverse racially.

4) Graduate Funding - I was lucky enough to get funding my entire graduate career and it was essential in allowing me to finish in a timely manner. All students should be funded. I think the job market doesn’t support the number of PhDs that are graduating from sociology programs so universities should not be accepting and enrolling large cohorts with abysmal chances on the job market. To accept new students that won’t be financially supported and burden them with exorbitant student loans when the tenure track job is more elusive is unconscionable. It’s happening at schools across the country. We then create a reserve army of labor, fueling an increase in underpaid adjunct and VAP positions where these workers are exploited. Again, this is not unique to TAMU, but a systemic problem throughout academia. Fund all students. I know departments have little control over budget decisions being made by the legislature/board of regents, but those are my thoughts on the matter, bring in fewer students.
Lastly, we would like to ask you whether there were any things we, as a department, could have done to better assist you when you were on the job market? In terms of job market, I guess I wasn’t prepared for how much bullshit was involved. I know I had been slightly warned, and knew that I was in the minority as a queer woman of color with a critical perspective. However, I guess I was still naive to the fact that interviews at various departments would involve dealing with so much elitist, sexist, racist bullshit. The job market is demoralizing in many ways, and I guess even though I think I’m relatively mentally tough, I still couldn’t believe how fucked up the process was. I’m not sure how the department could have better prepared me, but that was a shock.
APPENDIX J. GRADUATE STUDENT PUBLICATIONS, 2008-2013

ALESHA ISTVAN

**Forthcoming.** “Book Review: Social Movements, Public Spheres and the European Politics of the Environment: Green power Europe?” Hein-Anton van der Heijden. *Social Movement Studies*

ALMA TREVINO GARZA


AMBER FOX

**Articles:** Siordia, Carlos and Amber R. Fox. “Public Use Microdata Area Fragmentation: Research and Policy Implications of Polygon Discontiguity.” *Spatial Demography* 1:41-55.


ANGELICA MENCHACA


ATHENA GRIFFITH


BILLY BROCATO


BRUCE REESE


CALIXTO MELERO


CANDICE HILL


CHANTREY J. MURPHY


CHRISTOPHER MATHEY


DADAO HOU


EMILY KNOX

Knox, Emily. “Constructing the Tomboy Archetype through the Literature of Carson McCullers.” working title. In Farris, Nicole, Davis, Mary Ann, Compton, D’Lane. (ed) Challenges and Disparities in Gender Studies. Springer Press, forthcoming


FABIAN ROMERO


Gwenetta Curry


HeLEN WONG


HuONG LE


JENNIFER GUILLÉN


JESUS SMITH


JENNIFER MUELLER


Book Chapters


JENNY DAVIS


JOCELYN LEWIS


JUANITA GARCIA


KENNETH SEAN CHAPLIN


LAYTON FIELD


LINDA MUNOZ


MARISA SANCHEZ

MARK DAWSON

“Sustaining Our Community Through the Arts” by Feilen, Kimberly, Ph D., Mark Dawson et al. Montezuma Publishing, San Diego, CA 2010.

NAYOUNG HEO

Nayoung Heo. Korea’s Struggle to decide whether to be a Mono-ethnic or Multiethnic Nation: The Reality of Multicultural Children in School, A Reader on Race and Ethnic Relations: Harmonizing Indigenous and Immigrant Voices, 2012.

NICOLE JONES


OSCAR MORALES


QIAN XIONG


RACHEL FEINSTEIN


RACHEL ROMERO


REBECCA SHAFFER

Rebecca Shaffer. 2007. “Realizing a Turkish European Language Portfolio.” Proceedings of the 16th National BETA-IATEFL Conference. (ISSN 1311-7351)

ROSALIND CHOU


SUSAN AGUILAR


TODD COUCH


TONY LOVE


**XUANREN SHARRON WANG**


**ZINOBIA BENNEFIELD**


APPENDIX K. GRADUATE STUDENT HONORS AND AWARDS, 2008-2013

ALESHA ISTVAN

2013 Two Conference Travel Grants, Sociology Department, Texas A&M University ($700)
2012 Ruth C. Shaffer Award for Graduate Student Achievement, Department of Sociology, Texas A&M University ($500)
2012 Proposal Development Grant, Texas Census Research Data Center, Co-Investigator with Harland Prechel (PI) and Dadao Hou ($3,393)
2012 Conference Travel Grant, Sociology Department, Texas A&M University ($350)
2010-2013 Graduate Diversity Fellowship, Texas A&M University ($85,710)
2008 Conference Travel Grant, University of Memphis ($1500)

ALMA GARZA

2008, 2009, 2010 Dean’s List – College of Social and Behavioral Sciences
2010 Magna-Cum-Laude – University of Texas-Pan American
2010 Recognition - University Retention Advisement Program/Sophomore Academic Mentoring
2013 Recognition – University Learning Assistance Center/Tutor Certificate Level I

AMBER FOX

Pathways to the Doctorate Fellow, Texas A&M University, 2008-2010
President’s List, Texas A&M University – Commerce, Fall 2005, Fall 2007, and Spring 2008

ANGELICA MENCHACA

2010 College of Liberal Arts Dean’s List, University of Texas at El Paso.
2010 Travel Grant to present at Southwestern Social Science Association (SSSA). Department of Sociology, University of Texas at El Paso. $200.
2011 Travel Grant to present at SSSA. College of Liberal Arts, Graduate School & Student Government Association, University of Texas at El Paso. $750.
2013 Texas A&M Diversity Fellowship.

ANGELIQUE MAES

The Lechner Award- One time grant amount of 5,000- Fall 2013, Texas A&M University
Certificates of Appreciation- Ysleta Independent School District 2006-2010
Certificates of Training Completion- Ysleta Independent School District 2006-2010
Certificates of Appreciation- The Upward Bound Program- Motivational Guest Speaker 2009
Dean’s List-Spring 2009- Summer 2010
Departmental Award of Excellence- Spring 2013

APRYL WILLIAMS

2012 – 2015 Diversity Fellowship, Texas A&M University
2013 Research Related Travel Funds, Department of Sociology at Texas A&M University
2009 Memorial Student Center First Year Involvement Award, Texas A&M University
2008 – 2012 Regent’s Scholarship, Texas A&M University
ARLETT LOMELI
Lechner Graduate Grant at TAMU (2008)

ATHENA GRIFFITH
2011 TAMU Research Grant - $500

BEATRIZ ALDANA
2013 Texas A&M University, Department of Sociology, Competitive Scholarship
Summer 2013 Texas A&M University, Department of Sociology, Research Grant
2013 Texas A&M University, Department of Sociology, Graduate Student Travel Grant
2012 Texas A&M University, Department of Sociology, Graduate Student Travel Grant
2012 Texas A&M University, Department of Sociology, Competitive Scholarship
2012-2013 Texas A&M University, Department of Sociology, Lechner Graduate Fellowship
2008-2012 University of Chicago, Odyssey Scholarship

BILLY BROCATO
2012. Recognition for Outstanding Mentoring Service Award by Undergraduate Students of the College of Humanities and Social Sciences.
2012. Sam Houston State University Excellence in Writing Award. Nominated by Dr. Gene Theodori.
2012. Dean of the College of Humanities and Social Sciences Award: Outstanding Graduate Student.
2012. Sam Houston State University, Sociology Department: Recognition for Graduate Research and Contributions.
2011-Fall Semester Recipient: RAMSEY WOODS SCHOLAR’S AWARD in Sam Houston State University, Graduate Sociology
2011-Spring Semester Recipient: RAMSEY WOODS SCHOLAR’S AWARD in Sam Houston State University, Graduate Sociology
2010-Fall Semester Recipient: RAMSEY WOODS SCHOLAR’S AWARD in Sam Houston State University, Graduate Sociology

BRYCE HANNIBAL
Professional Development Grant, College of Liberal Arts, Texas A&M University, 2013 ($2,100), 2012 ($1,500)
Professional Development Workshop Grant: Department of Sociology, Texas A&M University, 2013 ($2,000), 2012 ($1,840)
Travel to conference scholarship, Department of Sociology, Texas A&M University 2013 ($500), 2012 ($300), 2011 ($300)
President’s Scholar Program Grant, 2013 ($1,511)
Continuing Graduate Student Grant, Texas Department of Public Education, 2012 ($1,500)
Competitive Academic Scholarship: Department of Sociology, Texas A&M University, 2010 ($1,000), 2009 ($1,000)
CANDICE HILL
McNair Scholar, University of Central Missouri 2007-2008
Ronald E. McNair Post Baccalaureate Achievement Program May-Aug 2008
Sociology Club, Secretary 2007-present
Sisters of Ujima Scholarship Aug 2008
1st place Missouri Undergraduate Psychology Conference Nov 2008
Empirical Oral Presentation Evaluation Judge Missouri Undergraduate Psychology Conference Nov 2008
Alpha Kappa Delta March 2009
Diversity Fellowship / Texas A & M University Aug 2009-2012
Travel Grant / Texas A & M University May 2012
Academic Recognition Scholarship May 2013

CARLOS LAZO
August 2012 Academic Recognition Scholarship, Sociology Department, Texas A&M University, $1000
May 2012 Student Awards Committee Research Funding, Sociology Department, Texas A&M University, $3500
August 2011 Lechner Graduate Grant, Texas A&M University, $5000
August 2011 – May 2012, Texas Aggie Graduate Scholarship, Texas A&M University, $3000
August 2008 – May 2009, Mexican-American Studies Fellowship, Center for Mexican-American Studies, University of Houston-Main Campus, $13,000
2003 – 2004 Outstanding Student in Philosophy, Department of Philosophy, University of Houston-Downtown
April 2003 Outstanding Achievement in Sociology, Department of Sociology, University of Houston-Downtown

CHAD SCOTT
2012-2014 Academic Scholarship, Department of Sculpture, University of Houston
2012-2013 Cynthia Woods Mitchell Fellowship, University of Houston
2012-2013 Academic Scholarship, Accenture Bonfire Scholarship
2012 Visual Sociology Competition, 2nd Place, Southwestern Sociological Association
2010-2012 Academic Scholarship, Jeremy Frampton ’99 Memorial Scholarship
2011-2012 Presidential Fellowship, University of Houston
2010 Visual Sociology Competition Awarded Second Place from The Southwestern Sociological Association
2008-2009 Academic Scholarship, Department of Sociology, Texas A&M University
2008-2009 Regents Fellowship, Texas A&M University
2008 Award for Consciousness Raising through Art, Valley Sculpture Artists of California

CHRISTOPHER MATHEY
Department of Sociology Scholarship, Texas A&M University, 2012-2013.
Induction into Pinnacle Honor Society, Texas A&M University, April 2013.
Induction into Phi Kappa Phi, University of Houston—Clear Lake, April 2013.
Mary Ann Holton Scholarship, University of Houston—Clear Lake, August 2011.
Alpha Kappa Delta—Alpha Gamma Chapter, University of Houston—Clear Lake, December 2010.
Excellence in Leadership Award, Sigma Alpha Pi, National Society of Leadership and Success, August 2010.
Servant Leader Scholar—Gold Award, “for his completion of 48 hours of leadership development and 300 hours of service to the community,” University of Houston—Clear Lake, April 2010.
Alumni Association Scholarship, University of Houston—Clear Lake, August 2010.
1st Place, National Excellence in Leadership Scholarship, Sigma Alpha Pi, National Society of Leadership and Success, August 2010.
Alpha Phi Sigma—Zeta Upsilon Chapter, University of Houston—Clear Lake, May 2010.
Sigma Alpha Pi—National Society of Leadership and Success, University of Houston—Clear Lake Chapter, December 2008.
Caren Colley Scholarship, University of Houston—Clear Lake, August 2009.
Texas Non-Resident Education Grant, Texas Department of Education, 2008-2010.

CJ MURPHY
Sep 2013   Department of Sociology, Student Travel Award
May 2012  American Sociological Association, Student Forum Travel Award
Mar 2011  Department of Sociology, Student Travel Award
May 2008 – Present  Alpha Kappa Delta Sociology Honors Society

CRISTINA CRUZ
Race and Ethnic Institute Research Cluster Award, College of Liberal Arts at Texas A&M Immigration Policy and the Educational Attainment of Mexicans and Mexican Americans (PI: Pat Rubio Goldsmith & Nadia Y. Flores-Yeffal)

CRYSTAL MURRY
Graduate Diversity Fellowship (2013-2016)
Outstanding Graduate Student Award (2008)
Golden Key International Honor Society
Alpha Phi Sigma Honor Society (Criminal Justice)
Psi Chi Honor Society (Psychology)

DADAO HOU
2013 Graduate Student Presentation Grant, Association of Former Students and Office of Graduate Studies, Texas A&M University ($500)
2013 Student Travel Grants, Department of Sociology, Texas A&M University ($250×2)
2012 Proposal Development Grant, Texas Census Research Data Center, Co-Investigator, with Harland Prechel (PI) and Alesha Istvan (Co-I) ($3,393)
2012 Student Travel Grant, Department of Sociology, Texas A&M University ($250)
2011 Competitive Academic Scholarship, Department of Sociology, Texas A&M University ($1,000)
2010 Outstanding Graduate, School of Mathematical Sciences, Peking University
2008 The First Prize of Beijing, China Undergraduate Mathematical Contest in Modeling, Ministry of Education, China
2008 Challenge Cup Research Grant, Department of Sociology, Peking University (¥1,000)
2008 Award of Social Work, Peking University

DAN YIN
2013 Student Travel Grant, Department of Sociology, Texas A&M University
2012 Competitive Scholarship, Department of Sociology, Texas A&M University
2011 Outstanding Senior Thesis, Xi’an Jiaotong University
2010 Excellent Student in Summer Social Practice, Xi’an Jiaotong University
2010 Best Campus Ambassador in Greater China, Universum Consulting Company Siyuan Scholarship, Xi’an Jiaotong University
2009 Excellent Student in Social Activities, Xi’an Jiaotong University
2008 3rd Prize in “San Li Cup” Research Competition, Xi’an Jiaotong University

DANNY MALONE
Africana Studies Program Graduate Certificate, Texas A&M University, Fall 2013.
Department of Sociology Academic Recognition Scholarship. Texas A&M University, 2011.
Social and Behavior Science Fellowship. Texas A&M University. 2010-2011.

DAVID ORTA
Graduate Research Fellowship, 2013-2014 Race and Ethnic Studies Institute, Texas A&M University
Graduate Research Fellowship, 2012-2013 Glasscock Center for Humanities Research, Texas A&M University
Graduate Student Travel Award, 2012 Department of Sociology, Texas A&M University
Graduate Diversity Fellowship. 2011-2012 Office of Graduate Studies, Texas A&M University
Honorable Mention, 2010 Graduate Research Fellowship Program, National Science Foundation (NSF)
Graduate Tuition Award, 2008-2010 The Graduate School, Loyola University Chicago
Departmental Distinction Graduation, 2008 Department of Sociology, University of Illinois
Dean’s List, May 2008 College of Liberal Arts and Sciences, University of Illinois
Young Chicago Authors Scholarship Recipient, 2004-2008
Summer 2007 Ronald E. McNair Summer Research Institute, University of Illinois

ERIC GAMINO
2004–2005 The University of Texas – Pan American, Undergraduate Research Initiative: Border Corridos: En/gendering the Mexican – American Consciousness. ($1,000)

FABIAN ROMERO
Recipient of Texas A&M’s Graduate Diversity Fellowship 2010 ($85,710)
FRANK ORTEGA
2013 Ford Foundation Fellowship Predoctoral, Honorable Mention
2010-2013 Graduate Diversity Fellowship and Departmental Assistantship, TAMU
2010 Dudley T. Moorhead Memorial Scholarship, SJSU
2009-2010 Ronald E. McNair Postbaccalaureate Achievement Program, SJSU
2009-2010 Dr. Ernesto Galarza Scholarship, SJSU
2008-2010 Dean’s Scholar, SJSU
2009 Awarded Scholarship, University of Florida’s (UF) campus visitation program, Office of Graduate Minority Programs (OGMP).
2009 Awarded Scholarship, EDGE Prospective Ph.D. Student Program, USC.
2009 Summer Undergraduate Research Fellowship (SURF), University of California, Irvine.

GABRIEL AMARO
California State University San Marcos Spring 2010. Recognized by University President and Associate Director of Campus Life
Spring 2010. Recognized by Director of Student Life and Leadership
Texas A&M University Spring 2012. Office of Graduate Studies Graduate Student Presentation Grant
Fall 2010. Lechner Grant
2010-2013. Graduate Assistantship
California State University San Marcos Spring 2010. Division of Student Affairs Travel Funding to present research at Pacific Sociological Association Conference Oakland, CA
Fall 2009. Office of Community Service and Learning Scholarship
Fall 2008 – Spring 2010. Pardee Scholarship
2008-2009. Anne Kay Scholarship

GUADALUPE MARQUEZ-VELARDE
Outstanding Academic Achievement Award (Graduate); University of Texas at El Paso, Department of Sociology and Anthropology; Spring 2013.
Employee of the Year 2010-2011; El Paso Community College.
Outstanding Academic Achievement Award (Undergraduate); University of Texas at El Paso, Department of Sociology and Anthropology; Fall 2010.
Cum Laude, University of Texas at El Paso; Fall 2010.
College of Liberal Arts Dean’s List, University of Texas at El Paso; Spring 2009-Fall 2010.
Iota, Iota, Iota Women’s Studies Honor Society; Fall 2009-Spring 2013.

GWENETTA CURRY
2008 CEO Award (ConAgra Foods) for Outstanding Performance in Peter Pan Re-launch

HUONG LE
$3000 Professional Development Grant from the College of Liberal Arts to attend an ICPSR workshop on Longitudinal Data Analysis in Summer 2012.
$400 Graduate Student Research & Presentation grant, Office of Graduate Students and Association of Former students at Texas A&M to attend the SSSA Meeting, 2011.
JENNIFER GUILLEN
2012-2013 Texas A&M University, Race and Ethnic Studies Institute, Graduate Student Fellowship ($1500)
2012-2013 Texas A&M University, Women’s and Gender Studies, Graduate Dissertation Fellowship ($500)
2012-2013 Texas A&M University, Women’s and Gender Studies, Graduate Student Travel Grant ($400)
2012-2013 Texas A&M University, College of Liberal Arts, Vision 2020 Dissertation Enhancement Award ($4000)
2011-2012 Texas A&M University, Department of Sociology, Graduate Student Research Grant ($1659)
2009-2010 Texas A&M University, Melbern G. Glasscock Center for Humanities Research, Graduate Stipendiary Fellowship ($1500)
2007-2010 Texas A&M University Office of Graduate Studies (OGS) Diversity Fellowship (3-year award for tuition/fees & $18,000 yearly stipend)

JENNY LE
2012 Fish Camp Namesake: An honor given to individuals that have made a significant impact on the Texas A&M University community
Jay and Rose Phillips Scholarship: $14,000 scholarship to design and implement a writing workshop for immigrant and refugee youth to improve students’ English skills in preparation for state standardized tests

JENNY SAVELY
2009-2012 Outstanding Service Award, Women’s and Gender Studies Section, Southwestern Social Science Association
2012 Department of Sociology Conference Travel Award, Texas A&M University, $500
2011-2012 Member, Graduate Orientation Committee, Department of Sociology, Texas A&M University
Fall 2011 Sociology Department Scholarship Fund Award, Texas A&M University, $1000
Fall 2011 Non-Resident Competitive Scholarship Tuition Waiver, Texas A&M University
2009-2011 Graduate Teaching Assistantship, Department of Sociology, University of New Orleans
2010 Student Government Travel Funding Award, University of New Orleans, $600
2009 Student Government Travel Funding Award, University of New Orleans, $600

JESSICA BARRON
2012 $1,500 Race and Ethnic Studies Institute Research Award, Texas A&M University, Department of Sociology
2010-2013 Diversity Fellowship, Texas A&M University, Department of Sociology

JESUS SMITH
University Diversity Fellowship 2012, Three year fellowship award, $103,707
Rainbow Graduation Reception’s Excellence in Research Award 2012.
12th Annual Stonewall Gala Man of the Year Recipient 2011.
El Paso Sun City Pride Scholarship Recipient, 2011, $1500 scholarship.
Border Aids Foundation Grant Award Recipient 2011, $1500.
YWCA 2010 Racial Justice Ambassador Award.
Student Affairs Outstanding Student Employee 2010.
Rainbow Graduation Reception Student Leadership Award 2010.
Women’s Studies Male Gender Warrior Award 2009.

JOCELYN LEWIS
Graduate Diversity Fellowship, Texas A&M University, 2005-2008

JUAN SALINAS
Vision 2020 Fellowship 2011 – Present, Texas A&M University
Achievement Scholarship, University of Hawaii Manoa

JUANITA GARCIA
Ford Foundation Dissertation Fellowship Fall 2013-Spring 2014
The Grow Your Own Scholarship Program Fall 2010-until graduation
American Sociological Association Minority Fellowship Program Fall 2009-Spring 2010
American Association of Hispanics in Higher Education Graduate Fellow Spring 2009

KATE WILLYARD
Bush Online Student Scholar. Texas A&M University. $1000. 2011.
Texas Aggie Graduate Grant. Texas A&M University. $1500. 2011.
Academic Recognition Scholarship. Texas A&M University Sociology Department. $1000.
2011.
Graduate Research Award. Texas A&M University. Sociology Department. $600. 2011.

KAY VARELA
2012-Present Graduate Research Assistantship, Office of the Associate Provost for Undergraduate Studies, Texas A&M University
2012 Summer Graduate Research Assistantship, Department of Sociology, Texas A&M University
2011-2012 NSF-Social, Behavioral and Economic Sciences Fellow, Texas A&M University ($6,800)
2009-2011 Calvin College Dean’s List
2010-2011 Johan and Wilma Westra Scholarship, Calvin College Department of Political Science ($2,000)
2010-2011 Academic Achievement Award, Calvin College ($500)
2007-2011 James F. Beré Memorial Scholarship, Calvin College ($2,400 each year)
2007-2011 Calvin College Multicultural Award ($3,000 each year)
2007-2011 Calvin College Entrada Scholarship ($4,000 each year

LINDA MUNOZ
2013 Sociology Department Scholarship ($1,000), Texas A&M University, College Station
2012 Lechner Graduate Grant ($5,000), Texas A&M University, College Station
2010-2011 MANA Scholarship Recipient ($2,000)
2011 Student Research Symposium (SRS), Undergraduate Excellence Award for Poster Presentation
2010 Hispanic Association of Colleges and Universities (HACU), Conference Scholarship
2010 Society for Advancement of Chicanos and Native Americans in Sciences, Travel Scholarship
2009-2011 Dean’s List College of Arts and Letters
2008- Present McNair Scholars Program, Scholar

MARISA SANCHEZ
2009 Lechner Scholarship, Texas A&M University. $5,000
Social and Behavioral Science Fellowship (SBE/NSF Program), Texas A&M University.

MARISSA CISNEROS
2013 Texas A&M University Diversity Fellowship
2012 Texas A&M University San Antonio President’s List, Honor Roll
2012 Texas A&M University Pathways Research Symposium Distinction
2012 Texas A&M University San Antonio TRANCHE Scholarship
2011 Texas A&M University San Antonio Honors, Outstanding Scholarship
2011 Texas A&M University San Antonio Honor Roll
2009 U.S. Army Freedom Team Salute Certificate of Appreciation
2009 St. Philip’s College Cowboy Breakfast Scholarship
2009 St. Philip’s College Honors, Outstanding Scholarship
2009 Eureka Academia De Español, Madrid Certificate of Completion: Curso Intensivo De Español (Basico A2)
2008 St. Philip’s College SALE (four semester) Scholarship

MARK DAWSON
2010. Regents Fellowship, Texas A & M University
2010. Sally Casanova Pre-Doctoral Fellow, California State University
2009. Ronald E. McNair Scholar, San Diego State University- Summer Research Fellow
2009. Ruth G. Keen Memorial Scholarship, San Diego State University

MEGAN COLLINS
Coordinator of Transfer Student Orientation, Southwestern University
August 2006
McMichael Student Educational Enrichment Fund (MSEEF), Committee member
2007-2008

MELISSA OCHOA
2012-2015 Diversity Fellowship, Texas A&M University

MICHAEL REGAN
2010 Health & Kinesiology Graduate Travel Grant. Texas A&M University.
2010 Certificate of Recognition, Outstanding Research Representation. CSU, East Bay.
2009 – 2010 Graduate Equity Fellowship. California State University, East Bay.

**NAYOUNG HEO**

Lechner Graduate Grant, College of Liberal Arts, Texas A&M University
Teaching Assistantship Award, Department of Sociology, Texas A&M University
Teaching Assistantship Award, Department of Ethnic Studies, Minnesota State University
The Women of Courage and Vision Award
The Global Ethnic Diversity Scholarship Award
The Dual Degree Program Full Scholarship, Catholic University of Daegu, South Korea
Dean's List (Spring 2007 - Fall 2010)
Honor of Summa cum Laude, Bachelor of Arts

**NICOLE JONES**

Texas A&M Department of Sociology Student Travel Award, Spring 2013
Lechner Graduate Fellowship, 2012-2013, Texas A&M University
Alcorn State University Academic Scholarship, 2006-2010, Alcorn State University

**OMAR CAMARILLO**

2010-2011 Texas Aggie Grad Scholarship, Texas A&M University
2008-2009 Texas Aggie Grad Scholarship, Texas A&M University
2008 Sociology Graduate Program Enhancement, Texas A&M University
2008 Lechner Grant, Texas A&M University

**OSCAR MORALES**

Certificate of Achievement for Outstanding Academic Achievement in Anthropology, College of Liberal Arts, University of Texas at El Paso. 2009
Honors Certificate in Sociology, University of Texas at El Paso. 2009
Graduated with College Honors, El Paso Community College, 2009
Phi Theta Kappa-Omega Gamma Chapter 2004-2009
Vision 2020 Scholar Fellowship. Texas A&M University College of Liberal Arts 2013–2014. $10,000
Diversity Fellowship. Texas A&M University. College of Liberal Arts 2013–2016. $103,800
Graduate Student Research Grant. Chronic Illness Experiences in a US Colonia: The case of Westway in El Paso, Texas. Hispanic Health Disparities Research Center (HHDRC). The University of Texas at El Paso and The University of Texas, Health Science Center at Houston, School of Public Health. 2012–2013. $5,000.
Travel Grant to present at Southwest Social Science Association (SSSA), 2012. The University of Texas at El Paso. $300.
Travel Grant to present at SSSA, March 2010. The University of Texas at El Paso, Graduate School, Department of Sociology and Anthropology. $800.
Travel Grant to present at SSSA, March 2009. The University of Texas at El Paso, Department of Sociology and Anthropology. $300.
Travel Grant to present at SSSA, March 2008. Texas A&M University, Department of Sociology, research experience for undergraduate program. $600.
QIAN XIONG
2013 Travel Grant, ICPSR, Longitudinal Analysis of Historical Demographic Data workshop at University of Michigan
2009 Travel Grant awarded by the Municipal Committee of Beijing
2009 Scholarship for Excellent Graduate Students of Central University of Finance and Economics
2009 Third Prize of Graduate Students, Thesis Contest at CUFE
2008 Excellent Graduate Student at CUFE
2008 Academic Award Funded by the Metropolitan Life Insurance Company

RACHEL FEINSTEIN
Women and Gender Studies Dissertation Fellowship, Texas A&M University. 2013
Ruth C. Schaffer Award, Published Paper Competition, Texas A&M University. 2013
Sociology Department Student Award, Grant for Software. 2012
Graduate Travel-to-Conference Grant, Melbern G. Glasscock Center. 2011
Regent’s Fellowship ($5000), Texas A&M University. 2009-2010
Luther College dean’s list. 2004-2008
Honorable Mention, ISA “Stephen Wieting Best Undergraduate Paper” award. 2008

REBECCA SHAFFER
Aug 2013 Texas Public Education Grant – Graduate Level [Fall 2013, Spring 2014]
Aug 2012 Islamic Scholarship Fund – Scholarship Finalist Candidate
Jan 2012 Texas Aggie Graduate Grant – Texas A & M University [Spring 2012]
Aug 2011 Sociology Scholarship – Texas A & M University [Fall 2011]

SHELBIE CARPENTER
Summa Cum Laude, 2011, Texas A&M University, Corpus Christi, Texas
Dean’s List Recipient, Fall 2010, Texas A & M University, Corpus Christi, Texas
President’s List, 2004, 2006, 2010, Del Mar College, Corpus Christi, Texas

SUSAN AGUILAR
2011 Summa Cum Laude, BA in Sociology, TAMIU
2009-2012 Lamar Bruni-Vergara Graduate Fellowship Award
2011 Lamar Bruni-Vergara Academic Conference Grand Prize Winner (Graduate Level)
2011 Lamar Bruni-Vergara Academic Conference First Prize Winner for Social and Behavioral Science for research on Cosmopolitanism in Science
2011 College of Arts and Sciences Departmental Scholarship
2010 Nominated Member, Phi Kappa Phi, Honor Society
2009 Robert K. Merton In-Class Award for Undergraduate Sociological Theory

TIFFANY YOUNG
Doctoral Graduate Diversity Fellowship at Texas A&M University (2013)
University of Texas Sociology Club Member (2012).
The Honor Society of Phi Kappa Phi, Chapter 158 (2012).
Golden Key International Honor Society (2012).
Circle K-Sunworld Scholarship recipient (2007). $7,500
TODD COUCH
2010 Department of Sociology Academic Recognition Scholarship, Texas A&M University.
2009 National Science Foundation Social and Behavioral Science Fellowship, Texas A&M University.
Department of Sociology Regents Fellowship, Texas A&M University.

TONY LOVE
2012 National Science Foundation, Dissertation Improvement Grant.

WALTER HART
Armed Forces & Society Fellow
Texas A&M Graduate Student Council Representative 2012
Phi Kappa Phi Honor Society
Interdisciplinary Program in Social, Cultural, and Political Theory
Texas A&M Team Rhetoric

XAVIER SERN
Howard B. Kaplan Memorial Scholarship, $30,000, Department of Sociology, Texas A&M University, August 2013

YU-CHUAN YEH
Travel grant Sociology department, Texas A&M University
Research related funds Sociology department, Texas A&M University
Competitive scholarship Sociology department, Texas A&M University
Scholarship Cathay united bank, Taiwan
Scholarship Post office, Taiwan
Good-writing award Reading Taiwan’s modernism fiction course, NTU, Taiwan

ZINOBIA BENNEFIELD
Travel Grants, Texas A&M University, 2012. Award: $600
Travel Grant, NSF-SBE, 2012. Award: $220
Research Grant, Texas A&M Department of Sociology, 2012. Award: $500
National Science Foundation- Social, Behavioral, and Economic Sciences Fellowship, Texas A&M University, 2011-2012. Award: $6,800
Visions 2020 Fellowship, Texas A&M, 2011-2015. Award: $10,000 per year
Graduate Assistantship, Texas A&M, 2011-2015. Award: $12,150 stipend per year
Ann MacPhearson Leadership Award, Salem College, 2009. Award: $500
APPLENIX L. GRADUATE STUDENT PRESENTATIONS, 2008-2013

ALESHA ISTVAN


2012 “Gender and the Contradictory Classes: Middle Class Women and the Neoliberal Development of Trinidad and Tobago” American Sociological Association. Denver, CO.


AMBER FOX


93rd Annual Southwestern Social Sciences Association, New Orleans, LA. Title: “Assessing the Impact of Spatial Scale in Segregation Analysis” Authors: Amber R. Fox, Mark Fossett.

93rd Annual Southwestern Social Sciences Association, New Orleans, LA. Title: “White-Latino Segregation: The Role of Acculturation and Family Size” Authors: Mark Fossett, Amber R. Fox

93rd Annual Southwestern Social Sciences Association, New Orleans, LA. Title: “Trends Over Time in Segregation of Black/White Multiracials, 2000-2010” Authors: Jessica Barron, Mark Fossett, Amber R. Fox


92nd Annual Southwestern Social Sciences Association, San Diego, CA, April 2012  Title: “Latino and Asian Segregation in Los Angeles: Modeling the Effects of Acculturation on Residential Contact with Whites”


X Reunión Nacional de la Investigación Demográfica en México, Mexico, D.F., November 2010  Title: “La Supervivencia de los Matrimonios Mixtos en los Estados Unidos”  Authors: Amber R. Fox and Rogelio Saenz

90th Annual Southwestern Social Sciences Association, Houston, TX, April 2010  Title: “Investigating Multi-way Segregation Patterns Using Discrete Choice Models”

6th Annual Pathways Student Research Symposium, Commerce, TX, November 2008  Poster: “The Effects of Family Background on Educational Attainment”  Second Place in Humanities at the Master’s Level

88th Annual Southwestern Social Sciences Association, Las Vegas, NV, March 2008  Title: “The Effects of Family Background on Educational Attainment”  First Place Paper at the Bachelor’s Level

ANGELICA MENCHACA


ANGELIQUE MAES

Nevarez Maes, Angelique. Presenter (2012). The Strength of Family Bonds: A look into the lives of a family that has overcome Adversity and Marginality. George Mason University’s Second Annual Public Sociology Conference, Fairfax VA.


APRYL WILLIAMS


ATHENA GRIFFITH


BEATRIZ MARQUEZ ALDANA

2013 “‘Un Macho de Corazon, Amor a La Mexicana’: An Ethnography of a Hispanic Drag Queen Bar on the West Side of Chicago”, American Men’s Studies Association at the University of Michigan, Ann Harbor

2013 “‘Un Macho de Corazon, Amor a La Mexicana’: An Ethnography of a Hispanic Drag Queen Bar on the West Side of Chicago”, Social Sciences Association Annual Conference, New Orleans, Louisiana

2013 “‘Un Macho de Corazon, Amor a La Mexicana’: An Ethnography of a Hispanic Drag Queen Bar on the West Side of Chicago”, Gender Matters Conference, Chicago Illinois

BILLY BROCATO


BRENDA FREEMAN


BRUCE REESE


BRYCE HANNIBAL

Political Embeddedness and Structural Change in Telecommunications. Southwestern Social Science Association annual conference. New Orleans, LA


Candice Hill


Hill, C. (2013). " Uncovering the blind eye of lady justice through the minds of power." Presented at the American Criminology Conference, Atlanta, GA.

Carlos Lazo


Chad Scott

2014 Locations of Subjectivity within Qualitative Inquiry (Situational Mapping of a Multisited Ethnography). Submission in preparation for the 10th International Congress of Qualitative Inquiry, Urbana, IL.

2014 Participatory Community Learning: Performance Poetry as Public Pedagogy. Submission in preparation for the 26th Annual Ethnographic & Qualitative Research Conference, Las Vegas, NV.

2013 Space, Place, and Community Identity: Toward a Performative Conceptualization of Space and Place. 9th International Congress of Qualitative Inquiry, Urbana, IL.

2012 Yea, I Write Poetry. What’s Your Point? Gender, Identity, and Performance. 8th International Congress of Qualitative Inquiry, Urbana, IL.

2012 Section Chair and Discussant: Gender and Popular Culture. Women’s and Gender Studies Section, 92nd Southwest Social Science Association Meeting, San Diego, CA.

2012 From the Page To the Stage: Expressive Performance within Hypermasculine Spaces. Women’s and Gender Studies Section, 92nd Southwest Social Science Association Meeting, San Diego, CA.

2012 You have the Right to Remain...: “If You Are Neutral in Situations of Injustice, You Have Chosen the Side of the Oppressor.” Women’s and Gender Studies Section, 92nd SSSA Meeting, San Diego, CA. (Second Place in the Photo Essay Competition)
2011 Artistic Intentions to Artistic Interpretations: Toward a Multi-Vocal Discourse on the Production of Cultural Artifacts. American Sociological Association Annual Meeting, Las Vegas, NV.

2011 Speak or be Spoken for: Slam Poetry and the Presentation of Self. 7th International Congress of Qualitative Inquiry, Urbana, IL.

2011 Marital Name Change from the Perspective of Newly Married Same-Sex Couples. 7th International Congress of Qualitative Inquiry, Urbana, IL.

2011 The Social Meaning of Marital Name Change from the Perspective of Newly Married Same-Sex Couples. Melbern G. Glasscock Center for Humanities Research Graduate Colloquium, Texas A&M University.

2011 Imagining the Unimaginable: Kara Walker’s Journey through the Uncanny Valley. Women’s and Gender Studies Section, 91st Southwest Social Science Association Meeting, Las Vegas, NV.

2011 The Social Obligation of Gift Exchange and Reciprocation in the Political Arena. American Sociological Association Annual Meeting, Atlanta, GA.

2010 Out of the Shadows into Silhouettes: Kara Walker’s Re-articulation of Identity within the Dominate Scopic Regime. Texas A&M University and Texas Woman’s University Final Presentation Exhibit, Glasscock Digital Humanities Island in Second Life.

2010 Eating it up: Construction of Gender and Sexuality in Food Advertisements. Creative Arts and Research Symposium, Texas Woman’s University in Second Life.

2010 Negotiating Marital Identity: Newly Married Same-Sex Couples on the topic of Marital Name Change. 90th Southwest Social Science Association Meeting, Houston, TX.

2010 A-fixie-ation: Fixed-Gear Culture within the Third Coast. 12th Annual Chicago Ethnography Conference, Chicago, IL.

2010 Photo Essay: Past, Present, Future: Bringing Marriage Equality into Focus. 90th Southwest Social Science Association Meeting, Houston, TX. (Second Place)

**CHRISTOPHER MATHEY**


**CJ MURPHY**
Aug 2013  American Sociological Association Annual Conference, Title: Violent Female Offenders: Trends, Myths and Implications
Feb 2012  Texas A&M University Annual Assessment Conference, Title: Integrating First Year Learning Outcomes and High-Impact Practices into First Year Seminars
Aug 2011  American Sociological Association Annual Conference, Title: Choosing a Racial Identity
Mar 2009  Invited Presentation, Winthrop University Title: An Analysis of Affect Control and Application of the Theory using International Interaction

CRISTINA CRUZ

Flores Yeffal, Nadia, Pat Rubio-Goldsmith, Cristina E. Cruz, Juan Salinas, Bruce Reese, and Maria Perez-Patron. 2013. "Legality and Educational Attainment: Evidence from the Mexican Migration Project," in Illegality, Youth, and Belonging: Harvard Graduate School of Education Fall 2013 Conference. Cambridge, Massachusetts


CRYSTAL MURRY


DADAO HOU


DAN YIN:


DAVID ORTA

Southwest Social Science Association: Sociology Section – Presenter Spring 2012 San Diego, California “Erasing Mexican Chicago: Organizations and Immigration in the Context of Gentrification”

The Chicago Ethnography Conference - Presenter Spring 2010 DePaul University, Chicago, Illinois “Shifting Borders: Community Boundaries, Sentiment, and Gentrification”


Ronald E. McNair Summer Research Institute Symposium - Presenter Summer 2007 The University of Illinois, Urbana-Champaign, Illinois “The Minority-Minority: Guatemalan and Salvadorian Identity Construction as Compared to Other Latino Immigrants”

EMILY KNOX


2013. InnovateUNO: Undergraduate Research, Scholarship, and Creativity Showcase at the University of New Orleans. “Conceptualizing Tomboy”

2012. Women’s and Gender Studies “Brown Bag” Colloquium at the University of New Orleans. “Conceptualizing Tomboy.”

ERIC GAMINO

FABIAN ROMERO


Romero, F. (2012). *Hispanic Mortality Revisited* at the Southwestern Social Science Association (SSSA) meeting in San Diego, CA


FRANK ORTEGA


Additional Presentation: Southwestern Social Science Association (SSSA), New Orleans, LA, March 2013.


Additional Presentation with Changes: Southwestern Social Science Association (SSSA), San Diego, CA. April 2012.


Additional Presentations with Changes: National Association for Chicana and Chicano Studies (NACCS), Pasadena, CA. March 2011.


Southwestern Social Science Association (SSSA), San Diego, CA. April 2012.


Additional Presentations: National Association for Chicana and Chicano Studies (NACCS), Seattle, WA. April 2010.


GABRIEL AMARO

April 2013. “Varying Measures of Fragmentation within Metropolitan Areas in the U.S.” Presented at the Southwester Social Science Association Conference, New Orleans, LA.


GUADALUPE MARQUEZ-VELARDE

Marquez-Velarde, G. 2013. Mental Health in Westway Colonia (poster). Hispanic Health Disparities Research Center Summer Institute, University of Texas at El Paso.

Marquez-Velarde, G. 2013. Community Based Participatory Research: Mental Health in Colonias. Third Annual Women’s History Month Conference, University of Texas at El Paso.


Marquez-Velarde, G. 2012. Volunteerism, Activism and Gender. Second Women’s History Month Conference, University of Texas at El Paso.

GWENETTA CURRY


HELEN WONG

Invited Speaker, International Population Conference, Busan, South Korea. August, 2013
Poster Presenter, SAS Global Forum, Orlando, FL. April, 2012 Received Honorable Mention.

Invited Speaker, Metropolis International, Den Haag, the Netherlands Oct, 2010

Invited Speaker, Methods Fair, University of Manchester, Sept, 2010

Poster Presenter, Methods Fair, University of Manchester, UK Sept, 2010 Best Poster Award.

Invited Speaker, Lifecourse Perspectives on Immigration, Montreal, Canada June, 2010

Workshop Presenter, Cathie Marsh Centre for Census and Survey Research, UK Oct, 2008

HUONG LE

Southwestern Social Science Association (SSSA) 2013. “Exploring Stability in Sexuality and Mental Health Outcomes using Identity Theory”

Southwestern Social Science Association (SSSA) 2013. “Fatness Group Membership and Discrimination Effects of Mental and Physical Health”


Southwestern Social Science Association (SSSA) 2011. “Identity and Social Networks Among First Generation College Students.”

JENNIFER GUILLEN

2013 Guillén, Jennifer C. “Racial and Ethnic Identities Among Mexican-White Couples.” Presented at the Section of Latino/a Sociology’s roundtables at the American Sociological Association’s Annual Meeting, New York City, NY.

2013 Montes de Oca, Verónica, Janet Juanico, Concepción Arroyo, Ana Luisa Sosa, and Isaac Acosta. “Urban Social Environments in Mexico City and Tlalpan. Contexts for the Cases of Don Juan (Case 11), Don Pioquito (Case 9), and Don Salomón (Case 5), translated by Jennifer C. Guillén.” Presented at the INDEP Qualitative Research Meeting, London, UK.

2013 Garay, Sagrario, Verónica Montes de Oca, and Jennifer C. Guillén. “Social support and social networks among elderly Mexicans: Updating the discussions on reciprocity.” Poster presentation at the Population Association of America’s Annual Meeting, New Orleans, LA.

2013 Guillén, Jennifer C. “Latin@s on primetime television, Fall 2012.” National Association for Chicana and Chicano Studies’ Annual Meeting, San Antonio, TX.

2013 Guillén, Jennifer C. “Rudas v. Técnicas: Luchadoras, hidden symbols of Mexican nationhood?” Southwestern Social Science Association’s Women and Gender Studies Annual Meeting, New Orleans, LA.

2013 Davis, Jenny, Huong Le, and Jennifer C. Guillén. “Fatness group membership and discrimination effects on mental and physical health.” Southwestern Social Science Association’s Women and Gender Studies Annual Meeting, New Orleans, LA.

2012 Guillén, Jennifer C. “Representations of Latin@s on television during the Fall 2011 primetime season.” Southwestern Sociological Association Annual Meeting, San Diego, CA.


2009 Guillén, Jennifer C. “Disney World, the iron cage of consumer culture.” Southwestern Sociological Association Annual Meeting, Denver, CO.

JENNY LE

American Sociological Association, New York City, NY, 2013 Renting Bridesmaids: A Case of Vietnamese Wedding Culture


American Sociological Association, Las Vegas, NV, 2011 The Religiosity of Vietnamese Americans: A Quantitative Study

Association for Asian American Studies, New Orleans, LA, 2011 The Religiosity of Vietnamese Americans

Pacific Sociological Association, Oakland, CA, 2010 Limited Portrayals of Asians in the Media

Southwestern Sociological Association, Houston, TX, 2010 Race Relations: The Portrayal of Asians in Film, TV and Ads

Sociologists of Minnesota Conference, Minneapolis, MN, 2007 Never Again is Again: Bringing an End to Genocide

Metropolitan State University Conference, St. Paul, MN, 2006 Never Again, All Over Again: Teaching and Learning about the Legacy of Genocide

Sociologists of Minnesota Conference, River Falls, WI, 2006 Public Sociology in Action

JENNY SAVELY


March 2010 “Gender and Volunteerism – Forming a Framework for Further Research”, Southwestern Social Science Association Annual Meeting, Houston, TX

JESSICA BARRON


“Managed Diversity: Race, Church and the City.” Association of Black Sociologists. 2012.


“Managed Diversity: Race, Place and Identity in Urban Church.” Southwest Social Sciences Association. 2011.


JESUS SMITH


Smith, Jesus. 2011 Sexual Racism in the Gay Community along the El Paso/Juarez Border. Presented at the Southwest Social Science Association Annual Meeting, Las Vegas, NV.

Smith, Jesus. 2011. Establishing a “safe space” for LGBT individuals within a University. Presented at the American College Personnel Association Convention, Baltimore, MD.

JOCELYN LEWIS


JOHN KAINER

Kainer, John and Alex McIntosh (2013 June) “153 Children’s Perception of Meals and Their Control Over What They Eat.” Toward Sustainable Foodsapces and Landscapes Conference, the joint 2013 annual meetings and conference of the Agriculture, Food, and Human Values Society (AFHVS), Association for the Study of Food and Society (ASFS), & Society for Anthropology of Food and Nutrition (SAFN).

JUAN SALINAS
“Illegality, Youth, and Belonging.” October 2013, Harvard Graduate School of Education.


“Dream Act Testimonials,” Pacific Sociological Association

JUANITA GARCÍA


García, San Juanita. 2012. “Researching and Applying for Scholarships.” Hispanic Scholarship Fund: Steps for Success Saturdays at the University of Houston, Houston, TX.


García, San Juanita. 2012. “My Life as a McNair Scholar to a Current Doctoral Student.” Grassroots Speaker Series: McNair Scholars Panel at Sam Houston State University, Huntsville, TX.

García, San Juanita. 2012. “Comité de Revisión Institucional: Mi Experiencia.” Guest lectured for Dr. Verónica Montes de Oca’s Qualitative Methods Graduate Course at Universidad Nacional Autónoma de México (UNAM).


KATE WILLYARD


KAY VARELA

2012 National Latina/Latino Psychological Association Biennial Conference, October. Title: El Monstruo, La Bestia, y Mi Pesadilla Profunda: Strategies for “Taming” and Getting Through the Dissertation (Roundtable Presentation)

LAYTON FIELD


LINDA MUNOZ


2012 Presenter, Southwestern Social Sciences Association’s Annual Conference for the Critical Race and Education session, “Critical Race Theory: An Examination of Educational Inequalities.” San Diego, California

2011 Presenter, San Diego State University Student Research Symposium (SRS), “A Critical Analysis of Advanced Placement Courses: An examination of how racism is structured within education.” San Diego State University, California


2009 Presenter, UCSD Summer Research, “The Development of Voice Among Latino Students through Critical Pedagogy.” University of California San Diego, California

MARISA SANCHEZ


MARK DAWSON


MICHAEL REGAN

Regan, M. R. (September, 2013). Sport as a social institution. Guest Speaker for undergraduate course “Social Issues in Sport” at Louisiana State University (LSU), Baton Rouge, LA.

Regan, M. R. (March, 2013). My academic journey: Bachelors, masters, to PhD. Guest Speaker, Kinesiology Department, California State University, East Bay, Hayward, CA.

Regan, M. R. (January, 2013). Sport as a social institution. Guest Speaker for graduate course “Social Issues in Sport” at Louisiana State University (LSU), Baton Rouge, LA.


NICOLE JONES


OSCAR MORALES

“Structural Violence and Environmental Injustice: The case of a US-Mexico border chemical plant” Guest lecturer – Environmental Justice and Minority Communities in the U.S (CHIC 4304, Dr. Patricia Juarez) at University of Texas at El Paso. 2012

“The Silent Disaster: Preliminary Results From an Exploratory Environmental Justice Investigation in Ciudad Juarez, Mexico” Guest lecturer – Environmental Justice and Minority Communities in the U.S (SOCI 4304, Dr. Sara Grineski) at University of Texas at El Paso. 2008

QIAN XIONG


2009 “Exploring the Causes of Discrimination against Female Workers in the Workplace: Gender Perspectives.” Paper presented at the Women/Social Gender Discipline Development Workshop, Huazhong University of Science and Technology, Wuhan, China

RACHEL FEINSTEIN


Feinstein, Rachel. 2011. “A Qualitative Examination of Disproportionate Minority Contact” at the American Society of Criminology Annual Meeting in Washington, D.C.


Feinstein, Rachel. 2007. “The Impact of Family on Depression through Self-Esteem” at the Iowa Sociological Association Annual Meeting in Decorah, IA.

REBECCA SHaffer


SHARRON WANG


SUSAN AGUILAR


Susan Marie Aguilar, Marcus Antonius Ynalvez, John C. Kilburn, Noriko Hara, Kuo-Hua Chen, and Yoshinori Kamo. “Cosmopolitanism in Science: A Productivity Study.” Atlanta Conference on Science and Innovation Policy, Georgia Institute of Technology, Atlanta, GA 2011.


Tiffany Young

2013 “Outside the Prison: Exploring the Subjective Understanding of Previously Incarcerated Individuals’ Health-Prison Relationship” Southwest Social Sciences Association Annual Meeting in New Orleans, LA Panel-Law and Marginality

2012 “Outside the Prison: Exploring the Subjective Understanding of Previously Incarcerated Individuals’ Health-Prison Relationship” Graduate Research Expo, University of Texas at El Paso

2012 “Si Se Puede/Yes We Can!: Snapshots of Older Adults participating in Senior Games in El Paso” Annual Report Community and Academic Partnership for Health Sciences Research (CAPHSR), the University of Texas at El Paso

Todd Couch

2013 “Codetermination and Mass Violence: An Examination of Race and Gender in Mass Shootings.” American Society of Criminology Meetings. Atlanta, Georgia.

“Welcome to Aggieland: Race on Campus.” Texas A&M ExCEL Annual Conference.
2012 “The Sleeping Intellectual Revisited” Philosophy Born of Struggle Annual Conference.


“Boondocks: Animating the Black Experience” Texas A&M University Carter G. Woodson Black Awareness Committee.


“Noncompliance as Stigma Management in People Living with HIV/AIDS.” Southwestern Social Science Association Conference. Denver, Colorado.

WALTER HART


2011 Abu Ghraib and the Culture Industry’s Cycle of Assumptions. Colloquium meeting of the Interdisciplinary Program in Social, Cultural, and Political Theory - Texas A&M University.


INVITED PRESENTATIONS


YU-CHUAN YEH

Yeh, Yu-Chuan. 2013. “Who can represent all the nurses? The different acts used by two nursing unions to get legitimacy in Taiwan.” Annual Meeting of the Southwestern Social Science Association, New Orleans, LA.

ZINOBIA BENNEFIELD


APPENDIX M. UNDERGRADUATE INTERNSHIP PLACEMENTS, 2009-2013

LOCAL
Abuse:
Child Protective Services, Texas Department of Family and Protective Services
Domestic Violence Services, Twin City Mission
Sexual Assault Resource Center
Voices for Children, Court Appoint Special Advocates (CASA)
Scotty’s House (Temporary Shelter for Abused Children)*

Parenting:
Options for Young Parents, Bryan Independent School District*
Mama’s Club, Aggieland Pregnancy and Outreach
Barbara Bush Parent Center

Health:
Brazos Valley Community Health Clinics, Brazos Valley Community Action Agency
Health for All
St. Joseph Regional Health Center, Social Work Department
MHMR of the Brazos Valley
Brazos Valley Rehabilitation Center
Dr. Adam Saenz, Child Psychologist

Elder Care:
Elder Aid
St. Joseph Manor Skilled Care Facility

Adults with Disabilities:
Junction Five-O-Five

Alcohol and Drug Rehabilitation:
Brazos Valley Council on Alcohol and Drug Abuse (BVCASA)*

Homeless:
Homeless and Housing Services, Twin City Mission
Family Promise Homeless Shelter*

Education:
Head Start and Early Head Start, College Station Independent School District
CSISD Special Services, Occupational Therapy
Bilingual Services, Bryan Independent School District
Still Creek Boys and Girls Ranch (Residential School for Children in Crisis)
Timber Academy, Alternative Campus, CSISD

Youth:
Boys and Girls Club of the Brazos Valley
Youth Impact, Grace Bible Church
STARR Program, Twin City Mission (At-Risk Youth)*
St. Joseph Catholic Church, Youth Ministry

**Community Development:**
Bryan Youth and Neighborhood Services*
Brazos Valley Community Action Agency, Affordable Housing Division
College Station Parks and Recreation
Brazos Beautiful

**Non-Profit Administration:**
United Way
Easter Seals East Texas
Twin City Mission Development
Greater Texas Foundation
Aggieland Humane Society

**Criminal Justice/Criminal Law:**
Attorney General’s Office, Child Support Division
Brazos County Community Supervisions and Corrections
Brazos County Juvenile Justice Services
College Station Police Department
Judge Edward Spillane, College Station Municipal Court
Patrick Gendron, Attorney at Law (represents indigent juvenile offenders)
Shannon B. Flanigan, Attorney at Law

**Civil Law**
Lone Star Legal Aid
Anthony Drummond, Attorney at Law (family law)
Rodriguez & Gimbert, Attorneys at Law

**Applied Research:**
Population and Survey Analysts
Texas Transportation Institute, Texas A&M University
AgriLife Extension Service, Texas A&M University

**Mass Media:**
KBTX Television
Bryan Broadcasting*

**Marketing/Public Relations:**
Messina Hof Winery and Resort
Cortiers Real Estate
Public Relations, Texas A&M College of Veterinary Medicine & Biomedical Sciences

**State/Federal Government:**
Office of the State Representative, Fred Brown*
Office of U.S. Representative, Chet Edwards*

**Texas A&M Student Services:**
OUT OF TOWN AGENCIES

Abuse
Child Protective Services, El Paso
Department of Family and Protective Services, Amarillo

Business Management/Marketing:
American Coatings, Houston
Ben Bella Books, Houston
Galderma Pharmaceutical, Ft. Worth
Xpertogo, San Jose, CA

Criminal Justice/Law:
Federal Bureau of Investigation, Houston
San Antonio Police Department
Dallas County District Attorney’s Office
Giddings State School, Texas Juvenile Justice Department, Giddings, TX
Attorney General’s Office, Austin
Attorney General’s Office, Ft. Bend, TX
Probate Court #2, El Paso

Federal Government (placement through TAMU’s Public Policy Internship Program):
National Conference of State Legislatures, Washington, D.C.
White House Initiative on Educational Excellence for Hispanics, Washington, D.C.
Office of Texas State Senator, Jane Nelson, Austin, TX
Center for Hemispheric Defense Studies, Washington, D.C.

Research:
Dr. Susan McElroy, Associate Professor of Economics and Education Policy, University of Texas at Dallas

Media:
Cox Radio, Houston
Gannett News Service, Washington D. C. Bureau

Children/Teens
Krause Children’s Center, Houston
Boys and Girls Club, Ft. Worth
El Kilombo Youth Camp, Durham, NC (associated with UNC Public Health Initiatives)
YMCA Camp on the Lake, Highland Village, TX
Dallas Community Lighthouse
Promise House, Dallas
One Heart Project, Colleyville, TX (Educational Curriculum for Juvenile Offenders)
Austin Home for Orphans (from Ethiopia)

**Health**
Texas Children’s Hospital, Houston
St. John’s Hospital Open Arms, Infant Mortality Program, Detroit, MI
The Rose, Non-Profit Breast Cancer Screening and Diagnosis, Houston
Pregnancy Assistance Center North, The Woodlands, TX

**Disabled**
Centro di Ricerca ed Evoluzione, Firenze, Italy (Adults with Intellectual Disabilities)
American Foundation for the Blind, Dallas

**Community Development**
Neighborhood Centers Inc.

**Arts/Museums/Zoo (interns helped with administration of these programs)**
Opera Theatre Company, Dublin, Ireland
Museum of Contemporary African Diasporan Arts, Brooklyn, New York
The River Performing Arts and Visual Center, Houston
Eterne Films, Colleyville, TX
Houston Zoo

**Religious Ministry:**
Woodlands United Methodist Church, Woodlands, TX
Watermark Community Church, Dallas

*Agencies no longer used because of failure to provide sufficient professional learning experience for the intern or dissolution/reorganization of the agency.*
APPENDIX N. METHODOLOGY FOR UNDERGRADUATE PROGRAM COMPARISON

All of the data collected for the Undergraduate Program Comparison Table was verified using this methodology on July 25, 2013.

Universities

The Universities that were compared to Texas A&M University were selected from a list of highly ranked sociology departments published by U.S. News and World Report. Only other public universities were selected. The schools, their corresponding websites, and course catalogs are as follows:

CUNY- Hunter College- http://www.hunter.cuny.edu/sociology ; http://catalog.hunter.cuny.edu/
Mississippi State University- http://www.sociology.msstate.edu/ ; http://www.catalog.msstate.edu/
North Carolina State University- http://sociology.chass.ncsu.edu/ ; http://www2.acs.ncsu.edu/reg_records/crs_cat/directory.html
Ohio State University- https://sociology.osu.edu/ ; http://registrar.osu.edu/courses/
Purdue University- http://www.cla.purdue.edu/sociology/ ; https://selfservice.mypurdue.purdue.edu/prod/bwckctlg.p Disp_dyn_ctlg?
Texas A&M University- http://sociology.tamu.edu/html/home.html ; http://catalog.tamu.edu/
Tulane University of Louisiana- http://tulane.edu/liberal-arts/sociology/ ; http://catalog.tulane.edu/
University of California, Berkeley- http://sociology.berkeley.edu/ ; http://catalog.berkeley.edu/
University of California, Los Angeles- http://www.sociology.ucla.edu/ ; http://www.registrar.ucla.edu/catalog/catalog-curricul.htm
University of Chicago- http://sociology.uchicago.edu/ ; http://collegecatalog.uchicago.edu/
University of North Carolina, Chapel Hill- http://sociology.unc.edu/ ; http://registrar.unc.edu/courses/
US News Ranking

This number was determined by viewing the 2013 Sociology rankings published by U.S. News & World Report. The numbers were accessed at http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-humanities-schools/sociology-rankings.

NRC R-Rank

This number was determined by viewing the 2010 NRC Sociology rankings published by the Chronicle of Higher Education. The numbers were accessed at http://chronicle.com/article/nrc-sociology/124663/. The R-Rank is based indirectly on faculty member surveys regarding specific programs as an attempt to create a type of reputational ranking. Faculty surveys were compared with program characteristics to determine the rank. The rank can be interpreted as follows: We can say with 90% confidence that the university’s “True” reputational rank in the NRC’s analysis is somewhere between _._.

Joint Degree

Each Department’s website was explored to determine if the Department offered joint Bachelors and Masters Degrees. If information was not found about a joint bachelor’s and master’s degree on the department website, the university name and the words joint bachelor and masters degree sociology was searched on google.com to see if there was any information about a joint degree on another website. If it was found that a department offered a joint degree, they were coded Y. If it was found that a department did not offer a joint degree, they were provided with a code N.

Sociology Clubs


University of North Texas- http://pacs.unt.edu/soci/ ; http://www.unt.edu/catalog/

University of Pennsylvania- https://sociology.sas.upenn.edu/ ; http://www.upenn.edu/registrar/register/

University of Texas- http://www.utexas.edu/cola/depts/sociology/ ; http://catalog.utexas.edu/undergraduate/


The number of undergraduate sociology clubs available to students was determined by viewing information on department websites and the internet. Each department’s website was browsed. University student activities websites were also browsed. Only undergraduate sociology clubs or joint graduate and undergraduate sociology clubs were counted. Sociology clubs that are for graduate students only were not counted.

Specialization Programs

Each department’s website and course catalog was searched to determine the number of certificate/track/ specialization programs the department offered.

Department undergraduate research journals

Each Department’s website was examined to determine if it maintained an undergraduate research journal. Only Department undergraduate research journals were considered. Graduate or professional research journals were not considered, nor were college or university wide undergraduate research journals. If it was found that a department has an undergraduate research journal, they were coded Y. If it was found that a department did not have an undergraduate research journal, they were coded N.

Independent Study Option

In order to determine if a department offers an independent study option, each university’s course catalog was searched to see if any independent study options are available within the department. If it was found that a department has an independent study option, they were coded Y. If it was found that the department did not have an independent study option, they were coded N.

Internships for Course Credit

In order to determine if a department offers internships for course credit, each university’s course catalog was searched to see if any internship courses are available within the department. If it was found that a department has an internship course available for students to take, they were coded Y. If it was found that the department did not have an internship course available for students to take, they were coded N.

Degrees Offered

In order to determine the number of undergraduate degrees each department offers, the department websites were checked.

BA Offered
In order to determine if a BA was offered, each department websites were checked. If it was found that a department offers a BA degree, they were coded Y. If it was found that the department does not offer a BA degree, they were coded N.

BS Offered

In order to determine if a BS was offered, each department websites were checked. If it was found that a department offers a BS degree, they were coded Y. If it was found that the department does not offer a BS degree, they were coded N.

Professional Development Seminars

In order to determine if a department offers professional development seminars, each university’s course catalog was searched to see if any professional development seminars are available within the department. If it was found that a department has a professional development seminar available for students to take, they were coded Y. If it was found that the department did not have a professional development seminar available for students to take, they were coded N.

Required Senior Thesis or Capstone Project

In order to determine if a department requires a senior thesis or capstone project, each university’s course catalog was searched to determine graduation requirements. If it was found that a department senior thesis or capstone is required for students to graduate with their undergraduate degree, they were coded Y. If it was found that the department did not require a department senior thesis or capstone project for students to graduate with their undergraduate degree, they were coded N.

Sociology Honors Program

In order to determine if a sociology program offered a Sociology department honors program, each department website was checked. Only department honors programs were considered. College or university wide honors programs were not considered. If it was found that a department offers a sociology honors program, they were coded Y. If it was found that the department did not have a sociology honors program, they were coded N.

Mentoring Program

In order to determine if a sociology program offered a mentoring program, each department website was checked. Only department-wide mentoring programs were considered. College or university wide mentoring programs were not considered. If it was found that a department offers a sociology mentorship program, they were coded Y. If it was found that the department did not have a sociology mentorship program, they were coded N.
Advertised Undergraduate Research Opportunities

Department websites were checked to determine if the department advertised undergraduate research opportunities available within the department. If the department advertised undergraduate research opportunities on their departmental website, they were coded Y. If the department did not advertise undergraduate research opportunities on the departmental website, they were coded N.

Required Minor

In order to determine if a sociology program required that sociology majors also have a minor, the university course catalog was checked. If it was found that the sociology department requires that students complete minor requirements, they were coded Y. If it was found that the sociology department does not require that students complete minor requirements, they were coded N.

Offer Sociology Minor

In order to determine if a sociology program offers a sociology minor, the university course catalog was checked. If it was found that the sociology department offers a sociology minor, they were coded Y. If it was found that the sociology department does not offer a sociology minor, they were coded N.

Department First Year Seminars

In order to determine if a department offers first year seminars, each university’s course catalog was searched to see if any first year seminars are available within the department. University-wide and college-wide first year seminars were not considered. If it was found that a department has a first year seminar available for students to take, they were coded Y. If it was found that the department did not have a first year seminar available for students to take, they were coded N.
Certificate in Global Sociology
Texas A&M University
Department of Sociology

The Global Sociology Certificate Program gives students concentrated educational experience in international sociological perspectives. The program is open to all Texas A&M Sociology majors. The certificate indicates meritorious completion of the appropriate courses and does not represent a degree per se.

All students in this certificate program must complete the following requirements:

- SOCI 206: Global Social Trends
- 9 hours of additional coursework, chosen from the following list:
  - SOCI 207: Introduction to Gender and Society
  - SOCI 312: Population and Society
  - SOCI 313: Military, War, and Society
  - SOCI 322: Industrial Sociology
  - SOCI 324: Social Change
  - SOCI 325: International Business Behavior
  - SOCI 328: Environmental Sociology
  - SOCI 329: Pacific Rim Business Behavior
  - SOCI 330: Sociology of Nutrition
  - SCI 337: International Migration
  - SOCI 340: Post-Soviet Societies
  - SOCI 350: Sociology of Islamic Societies
  - SOCI 423: Globalization and Social Change
  - SOCI 484: Field Practicum*
  - SOCI 489: Special Topics*

- International Experience: Each student must ordinarily complete one semester abroad, either through one of TAMU’s programs or another approved study abroad program. With appropriate authorization the student may substitute appropriate overseas work or experience.

- Language: A minimum of two years (4 courses) at the college level of non-English modern language is required, and normally taken prior to the study abroad experience.

- A cumulative GPA of 3.0 or above must be earned in courses counting toward the certificate

- Transfer courses, independent studies, and credit by exam cannot substitute for the required courses unless approved by the undergraduate advisor for certificate purposes

* Credit contingent on appropriateness of subject matter as determined by the undergraduate advisor.
Certificate in the Sociology of Gender

Texas A&M University

Department of Sociology

The Sociology of Gender Certificate prepares the student for graduate studies in gender-related issues or for work in which gender issues are important. This course of study will also help the student to be a knowledgeable and responsible citizen in a society which has become increasingly committed to establishing gender equality. Students may wish to combine this certificate with a minor in Women’s Studies. The program is open to all Texas A&M Sociology majors. The certificate indicates meritorious completion of the appropriate courses and does not represent a degree per se.

All students in this certificate program must complete the following requirements:

- SOCI 207: Introduction to Gender and Society
  OR
  SOCI 316: Sociology of Gender

- 9 hours of additional coursework, chosen from the following list:
  o SOCI 207: Introduction to Gender and Society
  o SOCI 312: Population and Society
  o SOCI 315: The Marriage Institution
  o SOCI 316: Sociology of Gender
  o SOCI 322: Industrial Sociology
  o SOCI 324: Women and Work in Society
  o SOCI 484: Field Practicum*
  o SOCI 489: Special Topics*

- A cumulative GPR of 3.0 or above must be earned in courses counting toward the certificate

- Transfer courses, independent studies, and credit by exam cannot substitute for the required courses unless approved by the undergraduate advisor for certificate purposes

* Credit contingent on appropriateness of subject matter as determined by the undergraduate advisor.
Certificate in the Sociology of Race and Ethnicity
Texas A&M University
Department of Sociology

The Sociology of Race and Ethnicity Certificate gives students twelve hours of intensive training in a broad range of issues related to diversity and ethnic dynamics. The program is open to all Texas A&M Sociology majors. The certificate indicates meritorious completion of the appropriate courses and does not represent a degree per se.

All students in this certificate program must complete the following requirements:

- SOCI 207: Introduction to Gender and Society
  OR
  SOCI 316: Sociology of Gender

- 9 hours of additional coursework, chosen from the following list:
  o SOCI 323: Sociology of African Americans
  o SOCI 337: International Migration
  o SOCI 403: Sociology of Latinos
  o SOCI 419: Social Class in Contemporary Society
  o SOCI 484: Field Practicum*
  o SOCI 489: Special Topics*

- A cumulative GPA of 3.0 or above must be earned in courses counting toward the certificate

- Transfer courses, independent studies, and credit by exam cannot substitute for the required courses unless approved by the undergraduate advisor for certificate purposes

* Credit contingent on appropriateness of subject matter as determined by the undergraduate advisor.
### Department of Sociology

**Bachelor of Arts in Sociology**

#### Core Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Term</th>
<th>Requirement</th>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Literature (12 hours)</td>
<td>ENGL 104</td>
<td></td>
<td>Citizenship (12 hours)</td>
<td>POLS 206</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 203, ENGL 203, 210, 235, 241, or 301</td>
<td></td>
<td></td>
<td>POLS 207</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>HIST</td>
<td></td>
<td>Literature</td>
<td>HIST</td>
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</tr>
<tr>
<td>Mathematics and Logical Reasoning (6 hours)</td>
<td>MATH 131-147(excluding MATH 155, 165, 365, 366)</td>
<td></td>
<td>Social and Behavioral Science (6 hours)</td>
<td>USSC</td>
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<tr>
<td></td>
<td>MATH or PHIL 240/341/342</td>
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<td>USSC</td>
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<tr>
<td>Natural Sciences (8 hours)</td>
<td>Tier I:</td>
<td></td>
<td>Humanities and Visual &amp; Performing Arts (6 hours)</td>
<td>Tier I or II:</td>
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<td>UHUM</td>
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<td>UVPA</td>
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<td></td>
<td></td>
<td>UHUM/UVPA</td>
<td></td>
</tr>
<tr>
<td>Kinesiology (2 hours)</td>
<td>KINE 198</td>
<td></td>
<td>International and Cultural Diversity (6 hours)</td>
<td>KINE 199 S/U</td>
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</tbody>
</table>

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### Degree Requirements

#### Sociology (33 hours)

Sociology majors must:
1. Complete no more than 33 hours toward the degree.
2. Earn a grade of C or higher to be counted in the major field.
3. Complete no more than 3 hours of SOCI 484.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SOCI 205: Introduction to Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 220: Methods of Social Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 230: Classical Sociological Theory</td>
<td></td>
<td></td>
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<tr>
<td>SOCI 420: Advanced Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 430: Contemporary Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology Electives (18 hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Minor—not required (15-18 hours)

A comprehensive list is found on page 39 in the University Catalog (catalog.tamu.edu). For example: Animal Science, Art, Business, Sports Management, Military Studies, Earth Science, Communication, Religious Studies, Chemistry, etc.

<table>
<thead>
<tr>
<th>Requirement</th>
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</table>

#### Foreign Language (14 hours)

Students must take a placement test if they have previously taken any courses in the same language. For placement testing, call 845-6532.

All 14 hours must be in the same language.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>101 or 121</td>
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<td></td>
</tr>
<tr>
<td>102 or 122</td>
<td></td>
<td></td>
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<tr>
<td>201 or 221</td>
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<tr>
<td>202 or 222</td>
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</table>

#### General Elective Hours (18 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-499</td>
<td></td>
<td></td>
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<tr>
<td>100-490</td>
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<td></td>
</tr>
<tr>
<td>100-499</td>
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</tbody>
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Please note: This is an unofficial document to assist in course planning. It does not take the place of more detailed information in the Course Catalog, the Degree Evaluation and Academic Advising. Remember: 36 hours at 300-400 level taken in residence at Texas A&M. Minimum 2.0 overall; minimum 2.0 in major.
**DEPARTMENT OF SOCIOLOGY**

**Bachelor of Science in Sociology**

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### Core Curriculum

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</tr>
<tr>
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<td>additional lab credit as needed</td>
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**Minor—not required (15-18 hours)**

A comprehensive list is found on page 39 in the University Catalog [catalog.tamu.edu](http://catalog.tamu.edu) For example: Animal Science, Art, Business, Sports Management, Military Studies, Earth Science, Communication, Religious Studies, Chemistry, etc.

Additional Science Requirement (12 hours)

12 hours of approved B.S. courses from list available in the Undergraduate Student Services Office in the College of Liberal Arts or from departmental advisors

General Elective Hours (18 hours)

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