

**Department of Sociology  
Self-Study for Academic Program Review  
2004-2009**

Since the last external review in 2003, the Department of Sociology at UC Irvine continued its trajectory of growth to become a national leader in sociological research and training. Its faculty size has increased from 21 at the last review to 28 now. The department serves over 700 undergraduate majors and nearly 100 graduate students (including over 80 Ph.D. students in sociology and over a dozen MA students in Demographic and Social Analysis). Irvine sociology has become a national and international leader in several areas of sociology and social science research: immigration and migration, social movements and political sociology, and social networks. In its 2005 debut ranking by *US News and World Reports*, UCI came in 27th of 115 sociology doctoral programs nationally and 15th among all public universities, arguably the highest initial ranking of a department in the discipline. A number of our faculty expertise areas easily place among the top five if not higher in the discipline. Founded only a decade ago, UCI's sociology graduate program has seen its number of applicants more than double in five years, and has already placed graduates in some of the best jobs in the discipline. UC Irvine is now widely recognized to have the best "up and coming" sociology department in the country, and the third best sociology program in the UC system after Berkeley and UCLA.

**SECTION 1: ANALYSIS OF PAST REVIEWS**

**I. Last Review of the Department's Undergraduate Programs**

**1. Key Strengths and Weaknesses**

The 2002-03 external review committee noted that sociology was one of the most popular majors on UC Irvine campus, with a highly engaged and accessible faculty, a relatively large honors program, and popular and charismatic teachers.

The main concern of the committee was the alarmingly high student/faculty ratio and the excessive teaching load of the faculty. At officially six courses per year, the teaching load was described as "certainly higher than any of the top 10-15 departments in this country," "excessive for a research university," and even well above that in peer institutions within the UC system, such as UCLA and UCSB, each with loads of four courses per year. The review also warned that anticipated growth in the major "can lead to substantial deterioration in the quality of education." The committee viewed the high student/faculty ratio as "the most detrimental aspect of the current situation at UCI for the sociology department."

Another problem noted by the external review committee was the over-centralized nature of undergraduate advising. The committee suggested that, “With 800+ majors it is desirable to have a departmental assistant on the scene who would be available to undergraduates whenever they need advice and who could support the significant ongoing departmental efforts to integrate the undergraduates more fully into the department.”

## **2. Steps Taken to Respond to the Recommendations**

Since the 2002-03 review, the department has taken steps in three areas to address the issues of high student/faculty ratio and excessive teaching load. First, with the support of the School and the University administration, the department continued to expand the size of its faculty by adding 7 new faculty members to the department (with 11 new hires minus 4 separations). Second, the department rearranged its ladder faculty members’ teaching requirements. The revised departmental teaching load policy maintains the nominal six courses per year, but now combines four courses of classroom teaching and two courses in the form of undergraduate and graduate advising. This responds to the growing size of the graduate program and the need for more undergraduate mentoring. Third, the revised teaching load policy affirms the importance of undergraduate teaching, with special reference to the undergraduate Major’s Seminar, which is a research-focused upper-level class and serves as a capstone experience for undergraduates. Such a change was also designed to solve a bottleneck problem in the undergraduate program, when a relatively large number of late transfer majors need to take the capstone course to meet the major’s requirements.

A large number of sociology faculty members actively engage in undergraduate advising. Between 2004 and 2008, sociology faculty members supervised 106 undergraduate research projects (Honor’s theses and the campus-wide Undergraduate Research Opportunity Program funded research).

Our efforts in reducing the student/faculty ratio, however, have been compromised by recent budget constraints. In the last few years, the department’s temporary teaching budget has been reduced by 40 percent. In contrast to 2003 when the department had over ten temporary teaching staff, it now has only four. In 2007-08, the department offered 28 undergraduate classes with an enrollment of fewer than 50 students. In 2008-09, the department only offered 22 such classes.

With the existing administrative structure in the School of Social Sciences and continued budget constraints, the department has not been able to hire an additional staff member for Undergraduate Advising.

## **II. Last Review of the Department's Graduate Program**

### **1. Key Strengths and Weaknesses**

The previous review confirmed that changes that had been made in the graduate program at that time – two years after its establishment – were “excellent” and noted the exceptionally high satisfaction among graduate students.

The review at the same time noted three serious problems with the new graduate program: the lack of graduate support other than TAs, inadequate research facilities in terms of computer hardware and software, and insufficient office space for graduate students. In addition, the review also noted the small applicant pool to the graduate program, coupled with a high admission rate. The review committee however also noted that the applicant pool and admission issue were understandable with a new program and the committee expected improvements.

### **2. Steps Taken to Respond to the Recommendations**

The department worked actively with the School and the University to increase its support for graduate students. Though our current support to graduate students still relies predominantly on TAs, we have drastically increased support by way of fellowships for incoming students, and external funding in the forms of research assistantships and fellowships for more advanced students. The department discussed the possibility of setting up a department-wide computer lab but that effort has been stalled due to lack of space and trends toward mobile computing. In its absence, several faculty members participated in efforts that led to a newly established server housed in the Department of Education, with datasets and computing software installed.

Since the last review and along with the further rise of the department, the applicant pool to the graduate program increased drastically, more than doubling in six years, from 60 in 2002-03 to 144 in 2008-09. Admission to the program has also become more selective, with an admission ratio declined from over 40 percent to less than 25 percent. The current relatively high admission rate in part reflects the fact that we are now competing with top tier graduate programs in the country. Despite that, our yield rate has remained at about 40 percent. In each of the last few years, we have succeeded in recruiting students who also had offers from top-ranked departments such as the University of Wisconsin, Stanford University, University of Michigan, UC Berkeley, and UCLA.

## **SECTION 2: ANALYSIS OF CURRENT PROGRAMS**

### **I. OVERVIEW OF THE DEPARTMENT**

#### **1. History, Organization, Interactions with Other Departments/Units**

The Department of Sociology was established in 1989 as a result of the departmentalization effort in the School of Social Sciences on the Irvine campus. In 2000, with 14 regular rank faculty and given the diversity of the sociology faculty at the time, the department received approval to establish its own doctoral program in Sociology, and admitted its first cohort of Sociology graduate students that fall.

At present, the department offers an undergraduate program leading to a BA, an honors program leading to a BA, and a MA program leading to the PhD. In addition, the department also co-administers (with the School of Social Ecology) the Demographic and Social Analysis (DASA) program that leads to a terminal MA in either the School of Social Sciences or the School of Social Ecology.

Substantively, the department is organized around inquiry into three broad social processes: social inequality, social organization, and social change. Specific faculty expertise clusters in ten areas: 1) culture; 2) family, life course, and sexuality; 3) global inequality and change; 4) immigration; 5) organizations, occupations, and labor; 6) political sociology and social movements; 7) population; 8) social inequality: race/ethnicity, gender and class and stratification; 9) sociology of education, and 10) social networks. Three new clusters have been created since the last review: culture, population (separated from the previous cluster of immigration and population), and sociology of education. Faculty members conduct research and training in multiple clusters.

The department enjoys a wide network of interdisciplinary collaborations and connections. Faculty members maintain research collaborations with faculty in Anthropology, Chicano/Latino Studies, Education, Political Science, Economics, Public Health, and departments in the School of Social Ecology. Our faculty members also play critical roles in several other programs, including Demographic and Social Analysis (DASA), International Studies, African-American Studies, Asian Studies, and the Graduate School of Management. In addition, faculty members are formally affiliated with the Institute of Mathematical Behavioral Sciences, the Program on Public Health, the Program on Labor Studies, Center for Asian Studies, Center for Organizational Research, and the Center for the Study for Democracy in the School of Social Sciences. Sociology faculty members founded and direct the Center for Research on Immigration, Population, and Public Policy, which is now an Organized Research Unit on the Irvine campus, and the Center for Demographic and Social Analysis (C-DASA).

#### **2. List of Full Time Faculty**

See *Table 1*.

With respect to rank, the department has grown relatively top-heavy, with six assistant professors, ten associate professors, and twelve full professors at the end of this review period.

### **3. Distribution of Faculty by Race and Gender**

See *Tables 2 and 3*

With respect to the distribution of ethnicity and gender across rank, the department has one African American female associate professor, two Asian American female associate professors, one Asian male full professor and one Asian male assistant professor (now promoted to associate professor; a third Asian man, at the assistant professor rank joined the faculty in 2009), one Chicano/Latino female assistant professor (now promoted to associate professor), one Chicano/Latino male full professor. The rest of the faculty are identified as White. Of the 28 faculty at the end of the review period, 13 are women and 16 are men.

### **4. Part-Time and Visiting Instructors**

Due to the large number of undergraduate majors and an expanding graduate program both in sociology and in the M.A. Program in Demographic and Social Analysis, the department has relied substantially on visiting instructors or lecturers to meet undergraduate teaching needs. Sociology faculty members have also regularly served the School of Social Sciences by teaching its required statistics sequence (10-A, 10-B, 10-C). In the early years of this review period, the department regularly employed twelve to fifteen visiting instructors, about half of whom were UCI sociology doctoral students who were gaining experience teaching stand-alone courses. Visiting instructors or lecturers primarily teach large multi-section lecture courses for the department, which accounted for a high percentage of student credit hours. Some long-time instructors who have taught with the department for several years also alternate with regular rank faculty in some of the core major courses. Because of the use of visiting instructors in the undergraduate program, the department has been careful to hire only those with established records of teaching excellence. One of the lecturers (O'Connell) was selected as the Outstanding Professor in the School of Social Sciences by graduating seniors in the last ten out of eleven years.

### **5. Governance**

The Sociology Department prides itself on its democratic culture and structures. By department custom, faculty members of all regular ranks are invited to participate in faculty meetings at which discussions and voting on hiring, merit, and promotion decisions for faculty of all ranks take place. Two graduate representatives from the Graduate Student Association (GSA) also attend each faculty meeting to provide graduate student perspectives on departmental business (except during discussion of internal personnel matters). Department faculty meetings are conducted by the chair,

with agendas circulated in advance, following the department by-laws. Department by-laws (in keeping with UC policy) have been developed for voting on recruitment candidates, modifications to departmental procedures, and curricular changes. The chair maintains an “open-door” policy to all faculty members.

The department is structured around four standing committees: the Executive Committee, the Graduate Committee, the Undergraduate Committee, and the DASA Executive Committee. The Executive Committee is composed of the chair, Directors of Undergraduate and Graduate Committees, and two elected members of the faculty, one at the senior and one at the junior (untenured) rank. The Graduate, with two co-directors, and Undergraduate Committees are chaired by a tenured faculty member and are additionally composed of four to five rank faculty members. The chairs serve three-year terms and committee members serve two-year terms. Two graduate representatives from the Graduate Student Association (GSA) also serve on the Graduate Committee. Currently, a long-time lecturer also serves on the Undergraduate Committee. Recommendations from each of these committees are then forwarded to the full faculty for consideration and, if appropriate, votes. The composition of these two committees ensures that multiple voices are incorporated into curricular development and instructional resource allocation at the graduate and undergraduate levels. The DASA Executive Committee is composed of faculty from the Sociology Department and from participating departments in the School of Social Ecology. The chair of this committee serves a three-year term and the chair has been drawn alternately from Sociology or the School of Social Ecology. In addition to these standing committees, the department also forms recruitment committees to oversee departmental recruitment. They are composed of a mix of junior and senior faculty members (with appropriate demographic and intellectual diversity) and two graduate student representatives from the GSA. Personnel committees composed of two faculty members are also formed to write faculty letters for merit and promotion cases; such letters are then vetted by the entire faculty. Additional committees in the department are the Human Relations Committee, and the Colloquium Committee.

The chair, in consultation with standing committee chairs and the faculty as a whole, makes all service assignments. The department formally keeps track of faculty service assignments, with an eye toward lessening the service commitments born by junior faculty and sensitivity toward the hidden service burdens that can be borne by minority faculty members. The tracking system used by the department is explicitly used to balance service commitments in and outside the department in order to equitably distribute these obligations among the faculty.

## **6. Teaching Policy, Changes Since Last Review**

In response to recommendations made during the last review, the department has revised its teaching policy during the review period. Sociology faculty currently still have a six-course teaching requirement, but the requirement is now composed of four courses of classroom teaching and two equivalents in advising and mentoring. In comparison to previous teaching policies that required five classroom teaching courses but with large

(200+) classes and selected other courses receiving double-credit counting, the revised policies removed most of the double-crediting. So effectively there has not been a reduction in classroom teaching with the revised policies. As set by enrollment standards, classroom teaching courses must meet the following minimum enrollments: twelve students for lower division courses, eight students for upper division courses, and four students for graduate courses. The typical load per academic year for regular rank faculty normally includes two undergraduate courses and two graduate courses. Course credit toward the total of six is achieved as follows: (a) One course credit is given for independent studies and advising graduate students. (b) One course credit is given for undergraduate students advising. (c) Each year, faculty members normally teach two courses required for the major. "Required" courses are specific courses required for majors, and writing courses. (d) Every faculty member teaching a full load may teach one graduate seminar of his or her choice. The second graduate course taught by a faculty member must be a required course in the graduate program, unless all such courses are already staffed by other faculty. Course relief is granted to faculty members under the following circumstances: (a) two classroom teaching course relief per academic year is granted to the department chair; (b) one course relief per academic year is granted to the co-Directors of Graduate Studies; (c) one course relief per academic year is granted to the Director of Undergraduate Studies; (d) a one-time, one course relief is granted to new faculty members during their first two years in residence; (e) a one quarter "junior sabbatical" (normally two course relief) is granted to tenure-track, junior faculty members prior to their tenure review. Course buy-out policies for faculty members holding grants are negotiated with the Dean's office.

## **7. Strengths of the Research Program**

In the last five years, UCI Sociology has matured into an energetic and highly visible research program. The overarching themes of social inequality, social organization, and social change that orient the faculty's research and teaching place the department at the substantive core of the discipline. Within these broad themes, the department has built three areas of excellence that have reached a critical mass, and can be counted among the best groups anywhere in the country.

The first of these areas is immigration and immigrant integration, organized around the Center for Research on Immigration, Populations, and Public Policy. Led by internationally renowned immigration expert Frank Bean, this group has built an impressive research record with an extensive history of extramural funding and a string of research awards and prestigious fellowships. Members of the group also play significant roles in policy discussions at the national level. Key members in the area include Rubén Rumbaut, Jennifer Lee, Susan Brown, and Cynthia Feliciano, all whose work has enjoyed considerable national visibility.

David Snow, one of the most cited sociologists in the world, together with senior scholars David Meyer, Edwin Amenta, and Francesca Polletta anchor the political sociology/social movements group. Other senior members of this group -- Judy Stepan-Norris and Belinda Robnett -- are also nationally known for their theoretical and

empirical innovations in the area. Catherine Bozendahl's research in gender and social policy among social welfare states and Yang Su's work on mass killing both add strength and breadth in this area.

A third area is social networks, in which UCI has traditionally enjoyed an international reputation. Currently, this group features a relatively small but prominent array of social network researchers consisting of senior members Lin Freeman, Katherine Faust, and Carter Butts, and a recent hire, Yen-sheng Chiang. The group is poised to take a strong leadership role as social network approaches become more prominent within sociology, the social sciences, and social policy research.

The department also contains other areas of strength that compare favorably with many top sociology departments in terms of their members' scholarly reputations and research productivity. The global institutions and change area is primarily composed of David Smith, David Frank, and Evan Schofer, who are well known in the field, and are active in the Center for the Study of Democracy. Wang Feng adds considerable social demographic expertise to this area with an international reputation in comparative economic processes and social inequality. Judith Stepan-Norris is a nationally known senior member in the organizations and work area. So is Nina Bandelj, whose research and teaching have given her a national and international reputation and made her a key member in this area. This group also includes Matt Huffman, who has made a name at the interface of the sociology of work and social inequality, and Stan Bailey, whose research on racial identity in Brazil significantly broadens the debate on the social construction of racial and ethnic identity. Judith Treas and Joy Pixley anchor the life course, family, and sexualities area. Treas enjoys a tremendous reputation for her social demographic work on the life course, aging, and the family. Pixley considerably strengthens and broadens this group with regards to methodological and life-course expertise. Judy Treas, along with Wang Feng, Susan Brown and Andrew Noymer, are also well-known scholars in the study of population. Francesca Polletta and Ann Hironaka lead the newly formed culture cluster. David Frank, Susan Brown, Cynthia Feliciano, and Andrew Penner form another new cluster of expertise, in the sociology of education. Social inequality, one of the main themes of the department, cuts across most of the areas noted above and comprises a majority of the faculty working on aspects of gender, ethnic, and class inequality that are relevant to the areas alluded to above.

In addition to these research strengths, the department has two other overarching strengths relative to many sociology departments in the country:

- *Cross-area Collaboration.* Although nearly all faculty members have established reputations in a primary area of expertise, many also collaborate with departmental colleagues in different areas. This situation creates bridging ties that enable the cross-fertilization of ideas, unique opportunities for graduate education, and enhances the overall solidarity of the department.
- *Methodological Pluralism.* The department is committed to maintaining an identity as a multiple methods department, which features both cutting edge



quantitative research and innovative qualitative fieldwork. Most sociology faculty members use both qualitative and quantitative methods in their own research, and we train our graduate students to appreciate the contributions and limits of various methods such that research methods follow from the questions being asked.

Organized departmental academic life has flourished since the last review. In addition to the department colloquia series that brings in scholars from outside of the department, faculty members have organized regular weekly seminar series to share their own work and that of graduate students and of other colleagues on and off campus. These series include: Population, Society, and Inequality, Social Networks, and the Irvine Comparative Sociology Workshop (ICSW).

### **8. Relationship with the Dean's Office**

The department continues to enjoy a good relationship with the Dean's office. Of particular significance is the strong financial support provided by the Dean's office for faculty and graduate student recruitment, and especially for faculty retention, which has become increasingly more common with the growth of the Department.

### **9. Operating Budget, Staff Support, and Space**

The department budget has kept up with the increased size of the unit, until the recent budget cuts. Currently, however, the department faces three sets of operational resource needs that must be addressed: (a) administrative staff, (b) departmental and faculty office space, and (c) space for graduate students.

The number of support staff (consisting of a Department Manager and two Department Assistants) has not grown proportionate to the expansion of the departmental faculty, undergraduate majors, or graduate program since the last set of reviews. In addition to regular academic and institutional needs, the department also has a constant and strong need for support in grant application preparation and research administration. Chronic shortage of support staff has left some critical roles, such as graduate studies administration and undergraduate advising, unfilled, and others, such as faculty teaching and research support as well as outreach, shortchanged. Continued shortage of departmental staff also puts an ongoing strain on the staff currently on board. In short, the department continues to be severely understaffed.

With regard to space, the department does not presently have any common space in which to receive students or visitors. This situation often results in the department appearing "invisible" to students and in awkward situations with visitors (especially faculty recruits). A second issue is the scattered distribution of Sociology faculty offices throughout the Social Science Plaza A and B buildings. We anticipate that this problem will be resolved with space made available within the School of Social Sciences. As the sociology department grows ever larger, the lack of identifiable administrative and

spatially congregated faculty offices could contribute to the fragmentation of the faculty and, at the very least, reduce opportunities for departmental solidarity.

Finally, Sociology graduate students presently have offices in the Social Science Tower, which both limits the interaction they have with faculty and can leave them feeling somewhat isolated from the department. Unlike other top sociology programs in the country, the department does not have a computer research laboratory (with a systems administrator) for graduate student use, which further constrains not only student research and training, but also graduate student recruitment.

## **10. Justification of Budget and Expenditures**

See *Table 4*

The overwhelming majority of the department's budget and expenditures are dedicated to instructional needs, in the form of salaries. The operating budget for the department remains modest, leaving the department with little capacity to support research activities. Faculty members have been relying on their own research funds for research assistance, journal subscriptions, membership fees, equipment, and travel to academic conferences.

## **11. Development Activities**

See *Table 5*

The department's faculty has been extremely active and successful in getting external research funding, both for their own research and for graduate student support. In two of the five years under this review period, the total amount of extramural funding credited directly to the department reached around two million dollars, nearly seven times the annual amount in 2003. The actual amount of funding received to support faculty and graduate student research is larger, as some grants were credited to other institutions.

## **II. EVIDENCE OF FACULTY DISTINCTION**

### **1. Faculty/Departmental Distinction**

In a relatively short time, roughly a decade and half, the Department of Sociology has grown into one of the top sociology programs in the country. The 2005 debut ranking by the *U.S. News and World Report* ranked UC Irvine 27<sup>th</sup> of 115 programs nationally, and 15<sup>th</sup> among public institutions. No other sociology department has been able to achieve such a status in such a short time. As our program is relatively new, our faculty members are highly engaged and productive, and our reputation is still in the making, we expect the national and international recognition will only grow.

The high quality of our faculty is exemplified by the awards they receive as a result of their influential scholarship (e.g. Guggenheim, Russell Sage, Spencer, and Fulbright

awards, and numerous book and article awards), by the large volume of highly competitive research grants from the National Science Foundation (and from private foundations such as Russell Sage, MacArthur, and Spencer), by the leadership roles they play in the field (editing the flagship review journal in the field and serving as chair of five sections of the American Sociological Association). Our faculty also plays a major role in many of the campus' academic and educational endeavors, with leadership roles in the Center of Demographic and Social Analysis (C-DASA), the Center for Organizational Research (COR), the Center for Law, Society, and Culture (CLSC), the Center for Research on Immigration, Population, and Public Policy (CRIPPP), the Center for Asian Studies (CAS), and the Center for the Study of Democracy (CSD). Sociology faculty members are also extremely active in other campus services, with one member currently serving as the Chair of the Academic Senate. Currently two faculty members are among the 28 professors campus-wide with the distinguished title of Chancellor's Professor (Bean and Snow).

- *Publications in Premier Journal Outlets.* Both genres of scholarly publication -- articles and books -- flourish in the department. Sociology faculty regularly publish in the flagship research and review journals in the discipline: *American Sociological Review*, *American Journal of Sociology*, *Annual Review of Sociology*, *Contemporary Sociology*, *Social Forces*, and *Social Problems*. Members of the department also publish in several of the top specialty journals, including *Administrative Science Quarterly*, *Demography*, *Gender and Society*, *International Migration Review*, *Journal of Contemporary Ethnography*, *Journal of Marriage and Family*, *Law & Society Review*, *Mobilization*, *Population and Development Review*, *Sociological Methodology*, *Social Networks*, *Sociological Methods and Research*, and *Work and Occupations*.
- *Books and Academic Awards.* At the same time, faculty members have published highly visible books with prestigious presses, including the University of Chicago Press, Harvard University Press, Cambridge University Press, Oxford University Press, Princeton University Press, Stanford University Press, and the Russell Sage Foundation Press. Sociology faculty have won numerous awards over the last five years, including: (a) five ASA Section awards for distinguished scholarship (won by four different faculty); (b) two ASA Section awards for best article; (c) the James S. Coleman Distinguished Career Award (Freeman); (d) the Freeman Award from the International Network for Social Network Analysis (INSNA) (Butts); (e) Petersen Scholar on Family and Aging (Treas), and (e) Society for the Study of Social Problem's Lee Founders Award for career contributions to the study of social problems (Snow).
- *Fellowships and Other Distinctions.* Faculty members have been selected for several prestigious fellowships during the past five years, including ones offered by the Fulbright Program, the Spencer Foundation and the Transatlantic Academy. On the faculty are also two past presidents of the Pacific Sociological Association, a past president of the Society for Study of Symbolic Interaction, and a current Vice President of the American Sociological Association. Sociology

faculty have been elected to the Sociological Research Association (five faculty members), the Council on Foreign Relations, Pacific Council on Foreign Relations, Global Agenda Council (of the World Economic Forum), the Board of Directors of the Population Association of America, US Census Advisory Board, and the General Social Survey Board of Overseers. Finally, UCI sociology faculty serve on the MacArthur Foundation Research Network on Transitions to Adulthood and Social Policy, the Committee on Population of the National Academy of Sciences, National Institutes of Health Study Section, and the Committee on International Migration of the Social Science Research Council.

- *Extramural Funding.* Aside from research and teaching awards and honors, other evidence of faculty distinction can be found in the amount and sources of competitive extramural funding recently garnered by Sociology faculty. In the last four years, sociology faculty has been successful in gaining funding. Not counting grants from federal institutions, such grants, totaled in excess of 6.3 million dollars (see Table 5). Counting all sources increases the funding amount substantially: for the most recent year, 2008-09, sociology faculty and graduate students submitted 33 proposals totaling \$3.58 million, 11 to the National Science Foundation, and received 15 grants totaling \$2.3 million, with 4 from the National Science Foundation. The bulk of this money is tied to research being conducted through the Center for Research on Immigration, Populations, and Public Policy, and is part of larger grants from the National Institutes of Health, Russell Sage Foundation, the MacArthur Foundation, and the National Science Foundation. However, smaller, and no less intellectually important grants have been received from the National Science Foundation, American Council for Learned Societies, and competitive University of California sources, including UC Mexus, UC Center for German and European Studies, UC Institute for Labor and Economics, UC Pacific Rim Research Program, UC Institute of Global Conflict and Cooperation, and other sources at UC Berkeley and UC San Diego. Finally, faculty members have received funding from professional associations, among them the American Sociological Association and the Society for the Study of Social Problems.
- *Public Service.* Many faculty members' research bears immediate and important social policy implications, and most if not all faculty in the department have combined their research with active public service and outreach. Faculty's research and interviews have appeared often in major national and international media outlets such as the *New York Times*, *National Public Radio*, *Time Magazine*, CNN, the *Wall Street Journal*, and *Los Angeles Times*. Faculty members also appeared in Congressional hearings on immigration issues (Rumbaut), briefed Al Gore on social movement and climate issues (Meyer), organized campus "Olive Tree" initiative for mid-east peace (Snow), and led a major international research group examining China's one-child policy (Wang).
- *Service to the Discipline.* Evidence of faculty members' distinction in service is equally abundant. At the discipline level, faculty members have served as editors

of three major journals, *Contemporary Sociology*, *Social Problems* and *Social Networks*, and will be assuming the editorship of the *International Journal of Comparative Sociology*. Faculty members serve or have served on the editorial boards of: *American Journal of Sociology*, *American Sociological Review*, *Demography*, *Contexts*, *International Migration Review*, *Biodemography and Social Biology*, *Journal of Contemporary Ethnography*, *Journal of Immigrant Health*, *Law & Society Review*, *Mobilization*, *Organization and Environment*, *Social Networks*, *Sociology of Education*, *Social Science History*, *Social Science Research*, and *Sociological Methodology*. Several faculty members also serve as advisory editors on highly visible scholarly presses and book series, including the University of California Press, University of Chicago Press, University of Minnesota Press, and the Rose Monograph Series of the ASA. Nine faculty members serve or have served as elected chairs of ASA sections: Aging and the Life Course, Collective Behavior/Social Movements, Community and Urban Sociology, International Migration, Labor and Labor Movements, Marxist Sociology, Peace, War and Social Conflict, Political Economy and World Systems (PEWS), and Sociology of Law. One member of the faculty currently serves as chair of a research committee in the International Sociological Association. Faculty have served on the executive decision making boards of the ASA and the Society for the Study of Social Problems. Four others have been elected to the executive committees of four different ASA sections, while other faculty members have served on dozens of awards and program committees in the ASA and other associations.

- *Campus and School Services*. At the campus and school levels, Sociology faculty have served with distinction on the Search Committee for the Dean of Law School, Chancellor's Advisory Committee for Intercollegiate Athletics, Chancellor's Pacific Rim Advisory Committee, the Executive Committee of the School of Social Sciences, Faculty advisors on Equity, International Studies Board of the School of Social Sciences, and Advisory Board of the Center for Women and Men. In addition, in the last five years, 14 faculty members from the department served on campus-wide faculty senate committees, ranging from Assembly Representatives, Graduate Council, Council on Research, Computing and Library, to Student Experience and Honors Program. One faculty member (Stepan-Norris) served as Faculty Senate Chair-Elect in 2008-09, and is serving as the campus Academic Senate Chair in 2009-10.

## **2. Biosketches**

*Arranged as an appendix following this report.*

### **III. EVALUATION OF UNDERGRADUATE PROGRAM**

Dramatic growth has been the dominant feature of the department's undergraduate program during the past decade. The department is teaching more undergraduate

students (majors and non-majors), with the numbers nearly doubling between 1995-96 and 2000-01. The number of majors declined slightly in the last few years but the total number remains large. There is also evidence that the quality and selectivity of our students (based, for instance, on rising SAT scores) is increasing. This growth in both quantity and quality is partly attributable to the secular trends on the UCI campus as a whole, and partly a result of the time, energy, and commitment that Sociology faculty, staff, instructors and teaching assistants devote to undergraduate instruction. It is attributable to innovative programs the Department has instituted, including the Sociology Club, the Alpha Kappa Delta national honor society chapter, the “certificate program” in specialized areas of sociology, and the annual departmental awards ceremony (see below). The current topical areas in the undergraduate curriculum have served us well, but given faculty growth we should consider adding new “core” courses that meet major requirements (such as Sociology of Education, Environmental Sociology, Social Networks). The Department will only be able to manage this growth in a responsible manner as long as we are allowed to hire new faculty, maintain our core group of long-time visiting instructors/lecturers, and increase our administrative staff.

## **A. Admissions**

### **1. Recruitment**

As Table 6 shows, freshmen enrollment as sociology majors remains modest, though both the number of applicants and admissions increased by large margins. The sociology major continues to attract students beyond the freshmen year, for which category applicants also increased by nearly 50 percent. The average SAT scores remained about the same during this period, following a substantial increase in the earlier period. Currently, the Department does not do any outreach or recruiting of either high school or transfer students, though faculty participate regularly in many on-campus recruiting and informational sessions, including Honors experience day for potential freshmen; presentations on sociology to undecided undeclared students; welcome week overview of sociology etc.. We also have a special information session for potential sociology honors students in the spring. Faculty are encouraged to promote the benefits of majoring in sociology in their undergraduate courses, especially in larger introductory courses.

### **2. Demographics and Diversity**

The Sociology faculty is very committed to promoting multiculturalism and diversity in our curriculum and in various extra-curricular activities for undergraduates. The department offers a variety of courses (on topics like race and ethnicity, immigration, gender, and social inequality) that attract students from underrepresented groups. A departmental certificate program in Diversity has the same effect. Data in Table 6 show that the department attracts a small, but significant, number of both African-American and Chicano/Latino students, with the percentages sociology considerably higher than the university undergraduate average for both groups. Almost half of all our students are Asian-American students, paralleling the percentage on the UCI campus. The proportion of Caucasian/White students increased slightly, from around 20 to 25 percent. The gender ratio in our study population remained at about two female to one male students.

### 3. Size of Major

After an initial increase in both quantity and quality during the previous review period when our undergraduate program expanded rapidly (students majoring in sociology rose steadily from 230 in 1995-96 to 732 in 2001-02), the department has largely maintained the number of majors during the last five years.

### 4. Admission Criteria

UCI Sociology has traditionally maintained an open set of admissions criteria. We do not apply any additional criteria for either freshman, transfer students, or to UCI students in other majors who wish to transfer to Sociology

#### B. Training

##### 1. Curriculum, Degree Requirements, and Sample Course Plan

The department undergraduate major requires twelve courses above School and University requirements. It includes two introductory level classes, one course each in methods, theory, and research design, five “core” courses (including three upper-division ones), one additional upper-division class and one upper-division offering from another social science discipline. A sample 4-year course plan might look like this:

<b>First Year:</b>	Sociology 1 and Sociology 3, one lower-division core course
<b>Second Year:</b>	One lower-core course, sociological methods, sociological theory
<b>Third Year:</b>	Three upper-division core courses
<b>Fourth Year:</b>	Sociology Majors Seminar (senior seminar), one upper-division sociology and one upper-division in cognate social science field. A year-long statistics sequence is a school requirement (Soc 10ABC) and is regularly taught by Sociology faculty.

**Curriculum highlights:** The Sociology Majors Seminar is a senior capstone course that provides all majors with an independent research experience in a small class setting. The Sociology Honors program (enrolling around 5% of our majors) supports mentored independent research culminating in a written honors thesis.

##### 2. Class Sizes, Faculty Taught Courses, and Teaching Assistants

In the past, the sociology faculty put a great deal of collective time and energy into developing our undergraduate program with the goal of increasing the size of our major and minor, which by all measures, appears to have been achieved. The question we

asked ourselves in the last five years was how to improve our program in order to deliver a better undergraduate educational experience to our majors. The key issue was whether the major had grown “too big” to be handled given current resources and staffing. Problems have developed that are related to the sheer number of undergraduate majors: the capstone research course, for example, originally conceived as a “seminar,” has been taught frequently in large sections (50+ students). Many of our lecture courses attract 200+ students, with some enrolling twice that number.

The department employs several visiting instructors/lecturers who are exceptionally good teachers and often teach large classes and cover much of the core undergraduate curriculum. The share of undergraduate courses taught by non-regular faculty, however, decreased substantially in recent years, from 69 percent in fall 2007 to 50 percent in fall 2009, raising questions about how to effectively meet undergraduate curricular needs while sustaining departmental excellence in other areas.

Regular rank faculty teach a large share of student credit hours (SCHs), about half of the total. Such a share of SCHs taught by regular faculty in part reflect the fact that lecturers are teaching very large courses and that many our new faculty have one-time course reductions to ease their transition to UCI, and that regular rank faculty directed their undergraduate teaching efforts to focused research sections of the capstone undergraduate classes.

There has been a worsening trend in students/TA ratios: the number of students per halftime TA has further risen over the past several years and now the School guidelines are 80-100 undergraduates per TA at the lower division level and approximately 60 at the upper division level. It is not uncommon however to see the ratios go much higher. Since many sociology classes require written papers and essay exams (and very few are exclusively scantron), this level of teaching assistant support is inadequate for many of our classes and often precludes discussion sections. Unexpected shortage of TAs have caused cancelation of classes or discussion sections.

### **3. Degree Progress**

Expected time to complete degree is four years. In the past, with a very small faculty, the department sometimes was unable to provide students with required courses. However, in recent years required courses are offered frequently (including, for instance, during summer sessions), so students do not have trouble making progress toward their degrees. The increasing percentage of transfer students who graduate illustrates that this trend is moving in the right direction. Because of the centralized nature of the School of Social Sciences, most formal academic guidance is provided by the School Counseling Office, rather than the Department.



#### **4. Student Satisfaction**

Students appear to be satisfied with the program. Their main concern is that class sizes are too large. Based on the experience of past departmental chairs and undergraduate committee chairs, as well as informal interaction between students and faculty in the various departmental undergraduate organizations, it is our impression that the level of student satisfaction with the undergraduate program is quite high.

#### **5. Professional Socialization**

The department has excelled in developing a variety of professional socialization activities for our students. The Sociology Honors Program requires students to take a special research design class and an extra course while they carry out original research with a faculty advisor. Between ten and fifteen students per year usually participate in this selective program. The department has a unique certificate program in four areas (Diversity, Planning and Human Services, International Sociology, and Business, Economy and Society). To earn a certificate in one of these areas, students must take three relevant courses and attend three designated colloquia or research seminars. In a typical year, about 50 students earn various certificates. Sociology majors have also won their share of both School and University awards and honors. Finally, the Department hosts its own awards ceremony in the Social Science Plaza in early June. At this well-attended event (usually over 100 people including faculty, students, and parents), the Department honors students who have won university, school and department awards (the latter include the Robin M. Williams, Jr. Award for best undergraduate research paper, and the Carole Creek Bailey award for a continuing sociology major).

#### **6. Contribution to Education of Non-majors**

The department offers a number of popular breadth courses for non-majors (six lower-division Social and Behavioral Science offerings, and eight in Multicultural Studies and International/Global issues). One of the upper-division courses has a minimal prerequisite (one previous course in Anthropology, Economics, Political Science or Sociology); the others have no restrictions whatsoever.

#### **C. Placement**

A number of Sociology undergraduates have gone on to attend top-flight PhD programs in Sociology and become faculty members in the discipline. Students who are bound for graduate and professional school are encouraged to discuss this with faculty members. Because of the centralized nature of the School of Social Sciences, specific tracking of majors post-graduation and other “career guidance” functions are carried out by the Counseling Office. Due to lack of resources, we are unable to track our majors, survey graduating seniors regarding their experience, or follow up alumni. We could do more here, but we don’t have the staff or resources.

#### **IV. EVALUATION OF GRADUATE PROGRAM**

Founded only a decade ago, UCI's sociology graduate program has been attracting an increasingly larger number of applicants and has already placed graduates among the best jobs in the discipline.

##### **A. Admissions**

1. See *Table 7* for list of current graduate students.

##### **2. Graduate Student Quality and Recruitment Efforts**

The department's growing reputation has been accompanied by a dramatic increase in the number of applicants to our PhD program and, correspondingly, our ability to be selective in admissions. The number of applicants has more than doubled in the last five years, from 75 in 2005 to 159 in 2009. In this year's recruiting cycle we admitted only 18% of applicants, compared to 40% in 2002-3. Increasingly, our admits have also been accepted to the top ranked sociology programs, including Princeton, Stanford, University of Pennsylvania, University of Wisconsin-Madison, University of Michigan, NYU, Berkeley, and UCLA. We are now competing in the big leagues—and sometimes winning. This year, for example, students chose our program over UCLA, UCSD, USC, University of Wisconsin-Madison, NYU, and Penn State.

Our strategies for visibility include multimedia, network-based communications, and face-to-face contact with prospective students. The department maintains a website that details the program, as well as the accomplishments of the faculty and current graduate students. Entrepreneurial efforts by members of the faculty further promote the graduate program through professional and personal networks. Such network-based contacts are strongest in the areas of departmental strength, particularly social movements and political sociology; immigration; and social network analysis. In addition to these activities, members of the department correspond, speak, and meet with students who express interest in the program.

Each admitted student is contacted by the graduate director, an assigned faculty contact person, and a graduate student with matched interests. All admitted students are invited to visit the department, preferably at an Open House weekend. The department (aided by grants from the School Graduate Division) pays for transport to and from UCI, and graduate students house visitors, with some compensation from the department. The Open House includes individual meetings with members of the faculty, overviews of areas of strength in the department, and social events. The department provides some form of financial aid for all admitted students, mostly in the form of Teaching Assistantships. Using additional funds from the department, the School of Social Sciences, the Center for the Study of Democracy, and the University, we have been able to offer additional fellowships (involving international or out of state tuition, quarters off from teaching, and summer funding) for especially well-qualified students. We are still working to compete more effectively with longer-established top programs.

### **3. Demographics of Graduate Students**

The department is attentive to diversity issues in making admissions decisions and routinely nominates PhD admits for diversity fellowships. Although we have been very successful in securing diversity fellowships for incoming students, more such fellowship support is needed to fully meet the department's diversity goals. The department has difficulty in recruiting foreign students due to funding constraints and rarely can compete with the wealthy private schools for foreign student admissions.

#### **B. Training**

##### **1. Curriculum and Degree Requirements (see sociology website)**

The department provides a comprehensive program designed to help students acquire the skills and background needed to pursue careers as professional sociologists. This entails broad training in sociological theory, methods, statistics, and a range of seminars in substantive areas of inquiry. There is a strong emphasis on helping students make the transition from being consumers of scholarly research to producers.

##### **Requirements for a Ph.D. in Sociology:**

###### **All Requirements for the School of Social Sciences PhD:**

- Two quarters of graduate-level statistics
- Competence in one language other than the student's native language

###### **Additional Courses, as Follows:**

- Two quarters of Proseminar in Sociology. Proseminar I, taken during the fall of the first year, focuses on an orientation to the discipline, and to the department and its faculty. Proseminars II, taken during the winter of the second year, is directed to completing and writing an independent research project, ultimately targeted to publication.
- One quarter of sociology research design taken during the first year.
- Two quarters of sociological theory.
- One course in advanced sociological methods (e.g., ethnography, survey research, demographic methods, experimental design, comparative/historical methods, etc.)
- Eight substantive sociology seminars, selected in consultation with an advisor.
- One quarter of a dissertation seminar.
- To continue in the program, a student must pass a formal evaluation at the end of the second year. The evaluation is made by the Department on the basis of: (a) the first two years of course work; (b) the second-year research paper; (c) the oral presentation of the research; and (d) teaching evaluations (if any).

**Second-Year Paper:** The Department requires all students to complete a second year paper, designed to provide the first major opportunity for independent scholarship.

**Third-Year Field Exam:** Exams are offered in areas that parallel the faculty areas of expertise: : 1) culture; 2) family, life course, and sexuality; 3) global inequality and change; 4) immigration; 5) organizations, occupations, and labor; 6) political sociology and social movements; 7) population; 8) social inequality: race/ethnicity, gender and class and stratification; 9) sociology of education, and 10) social networks. All students are required to pass an exam in one area and to demonstrate expertise in a second area by taking three courses in that area.

**Advancing to Doctoral Candidacy:** Students must complete the requirements listed above, form a Graduate Committee of three faculty members from the Department and two faculty members from other departments (but with expertise relevant to the dissertation), submit a dissertation research prospectus, and successfully complete oral Adefense@ of the proposal. Students typically advance to candidacy during the fourth year, and complete the program by the end of the sixth year.

## **2. Graduate Class Size Statistics**

As shown in Table 8, as our faculty size and student size increased, our graduate level course offerings increased drastically during the review period, from around 50 courses offered per year to 100. The number of student credit hours also doubled, from 565 to 1,074. The average graduate class size remained the same, at about six students per course, but the number of large classes, with more than 15 students, also increased from 4 in 2002-03 to 9 in 2008-09.

## **3. Progress toward Degree Completion**

The normative time to graduation is six years. Many students graduate within six years, though not all do. Students staying in the program beyond the sixth year have become more common due to the dismal job market in the last couple of years. The primary means of prodding more advanced students to completion is through active advising. Each year, the faculty meets to evaluate the progress of all enrolled students. More generally, we take advising and graduate mentoring very seriously. Each entering student is assigned a temporary adviser, matched along mutual areas of academic interest. The student generally picks a more permanent adviser when embarking on the second year paper. Students, however, are not completely dependent on one adviser. Several of the required courses during the first two years are designed to provide the students with broader mentorship from the department as a whole, backstopped by the graduate director and the graduate committee.

#### **4. Financial Support**

See tables 10 and 11

As the numbers in these tables demonstrate, the Department has been able to provide some sort of financial support for nearly all graduate students in good standing, usually in the form of a teaching assistantship. The School provides some summer research fellowships and pre-doctoral dissertation fellowships on a competitive basis. The teaching assistantship covers virtually all of a student's tuition and fees, and provides a stipend that is marginally adequate for living expenses for a single student living modestly. (This is only true for an American citizen who is a California resident. Qualified out-of-state students can compete at the School level for tuition funding; funding for foreign students is available, but is quite limited.) The biggest financial challenge for such students is the cost of housing in Irvine, as there are inadequate numbers of affordable apartments on campus or in the area. We have inadequate funding for international students. There is a large number of talented international applicants, but typically we can only fund one or two each year, beyond a teaching fellowship. International students who matriculate with only a teaching fellowship are always strained financially, and have a difficult time completing the program.

#### **5. Student Satisfaction**

We do not have systematic data on students' satisfaction. Informal information suggests that Sociology graduate students are quite positive about the department, feel enfranchised (with representation on every standing and recruitment committee), and believe that the rising tide of the Department's reputation will only enhance their scholarly production and careers.

#### **6. Professional Socialization**

The Department of Sociology dedicates a great deal of effort to professional socialization. The first required course that students take, a proseminar, is the first step in this process. Visited by faculty members who describe their own research and that pursued within their clusters, the proseminar also covers a range of professional topics, including "Developing a Research Agenda," "Seeking Grant Funding," "Writing for Publication," "Balancing Academic Work and Real Life," "Professional Networking," "Professional Ethics," "Professional Meetings and Associations," and "Job Search Strategies." Faculty mentors take active roles in socializing their students, coauthoring papers, and encouraging presentations at professional meetings. Additionally, the department offers competitive travel grants to defray travel expenses for students who present at conferences. In collaboration with the graduate student organization, the department holds period workshops on topics such as securing funding; writing for publication; and balancing work and family. These workshops, which involve faculty and students, have been tremendously popular. The Department conducts several substantive colloquium series on academic subjects. In addition to the departmental wide colloquium series that invites scholars from other institutions, there are the Population, Society and

Inequality seminar series, the Social Networks research seminar series, and the Irvine Comparative Sociology Workshop series.

**7. Scholarly Productivity of Graduate Students:** See Table 12.

**C. Placement.**

**1. Summary**

See *Table 13*.

**2. Placement Success**

In the last few years, our graduate program started graduating our first cohorts of Ph.D. students. Initial placement of our students so far has been highly successful. Our graduates now hold tenure track positions at comparable or higher ranked institutions: University of Washington, University of Southern California, UC-Riverside, Penn State University, and Tulane University. One of the early graduates has already been tenured at the Florida State University. Our graduates have also taken jobs at the U.S. Census Bureau and other organizations. Such a success in placement is a testimony to the quality of our department, and is very likely to be unprecedented in the discipline, given the short history of our program.

**3. Postdoctoral Researchers**

See *Table 14*.

Since the last review, the Department has hosted two post-doctoral fellows.

**SECTION 3: STRATEGIC PLAN FOR THE FUTURE**

Since the last external reviews, UCI Sociology has developed a dynamic profile as a department “on the make” and has achieved significant national visibility. A number of our faculty cluster areas, such as in *immigration, social movement/political sociology, social networks/mathematical sociology, and global inequality and change* are arguably among the top five in the discipline. Our senior scholars are all among the top ten in their respective sub-field. The department has enjoyed enormous success in attracting and retaining high quality faculty, building a stand-alone graduate program, and improving the quality of its undergraduate program despite the enormous growth of the major and a severe shortage of instructional resources, especially in the escalating students/TA ratios and reduction in lecturers/instructors. Maintaining the quality of both our graduate and undergraduate programs during this period of enrollment growth and resource reduction is key to the overall success of the department. Moreover, we must be careful to grow in

a way that builds “signature” areas of excellence, but also maintains strengths in other areas such that the department can become a core player rather than a niche player in the discipline. As UCI Sociology rises with its high quality faculty and graduate students, our faculty have also become regular targets of recruitment efforts of other institutions. In the last five years, the Department has faced *no fewer than ten* outside job offers to our faculty from other top sociology programs, including UNC, Penn State, USC, Duke University, NYU, and UC Berkeley. School of Social Sciences and the University’s strong support have resulted in mostly successful retentions (only three of the ten have left). As we continue to recruit the best new faculty members, retention of current faculty will continue to be a major challenge.

### **A. Strengths and Weaknesses, Improvement Without Additional Resources**

The department prides itself on its several strengths: (a) a faculty that is at the forefront in scholarly research; (b) a collegial departmental culture that rewards high quality scholarship and respects multi-method approaches; (c) a departmental atmosphere that encourages collaboration among faculty and between faculty and graduate students; d) a faculty that plays leadership roles in multidisciplinary research on campus and beyond, and (e) active participation of faculty in undergraduate teaching and mentoring.

The main challenges we face in our the ascendance of UCI sociology to be among the ten best programs in the country are (a) the lack of research infrastructure capable of supporting faculty research and graduate training; (b) shortage of faculty in certain key expertise areas that affects both infrastructure building based on extramural funding and in graduate students training; (c) inadequate resources to compete with top-ranked programs in recruiting graduate students and insufficient grants to support current graduate students’ research; (d) shortage of teaching resources, especially TA support, for undergraduate education; and e) severe shortage of staff support.

In the absence of additional resources, we could still pursue several organizational development goals:

- *Space Reorganization and Utilization.* With the completion of Social and Behavioral Sciences Building, we are at a historical moment to reorganize our departmental public and faculty/student private research space. In the next year or two, we hope to move all our faculty to the same floor and to create more public space for the department’s shared as well as for graduate students.
- *External Research Funding.* We have been rather successful in this regard but can rely on our existing resources to do better in raising resources extramurally to enhance departmental research infrastructure and graduate student support. Devoting limited staff support resources to this goal however does imply further staff support shortage in other areas.
- *Undergraduate Teaching and Mentoring.* Improving the undergraduate curriculum in ways to meet the demands of large enrollments, the sociological

interests of students, and the intellectual diversity of the faculty. This will involve a three-leg approach, with more large introductory courses, fewer but more relevant small seminars that provide students with research oriented capstone experiences, and more individual mentoring of undergraduate research by motivated students.

- *Graduate Training.* Improving graduate curriculum to provide students with a full complement of courses and research experiences in each of our areas of expertise.
- *Visibility Building.* Pursuing various strategies to keep up with the increasing visibility of the department in the discipline, including redesigning the departmental website and fliers.
- *Multidisciplinary Collaboration.* Maintaining our considerable extra-departmental linkages and the development of various research centers.

### **B. Strategic Plan if Given Additional Resources**

The latest Strategic Plan called for the eventual buildup of a department with 37.5 FTEs, taking into consideration the size of undergraduate and graduate student bodies and in comparison to other top sociology programs in the country. In the next 5 to 7 years, we should aim to reach that mature size. With considerable improvement since the last review, our ratio of undergraduate majors to the number of full time faculty of 33.7 to 1 in the fall of 2008 still places us higher than the average of the eight sociology departments of the University of California (29 to 1). Such a ratio is still substantially higher than that in other large public research universities (e.g. University of North Carolina, Chapel Hill, 12.4, University of Texas, Austin, 15.3, University of Wisconsin, Madison, 9.8, and the University of Michigan, 3.3 – based on the 2009 ASA Guide to Graduate Programs). This additional phase of expansion is crucial for the department to continue its momentum to solidify our position as a leading program in the country, and as one of the best ranked departments on campus. Given our success at recruiting high quality faculty over the past five years, we believe we can accomplish this goal during the next five years if we are given the resources to do it. With our latest hire this fall, the faculty will be at 29 in 2009-10. This means that the department will need to fill a minimum of 8-10 FTE to reach its optimal size.

- *Strategic Hiring for Infrastructure Building.* As a number of expertise areas in the department have formed a critical mass, we believe the department should build in areas that lack a critical mass and areas that can help with departmental infrastructure building: life course and the family, population and health, organizations and work, social networks, and culture. To further transform the department into a major center of sociological knowledge creation and graduate students training, we need to invest aggressively in building up research infrastructure that can generate external funding to support faculty research and graduate students training. Population and health is one such area where the



integration of sociological and health sciences research promises to produce work that has both scientific and policy importance and where significant funding opportunities exist.

- *Synergistic Faculty Building.* Recently, the department has been hiring scholars whose work not only fits with these more circumscribed areas, but also addresses key issues in the broad study of gender, ethnic, and class inequalities from a variety of perspectives, including demographic, ethnographic, survey, and comparative methods. We have formed for instance one of the best (young) mathematical sociology groups in the discipline. Thus, as we build each area, we will be especially mindful about how candidates' work contributes to the study of social inequality, broadly understood, as well to the other overarching themes in the department (social organization and social change). As in the past, we will continue to be sensitive to the demographic diversity represented by all our future hires. We will also be sensitive to the role that new hires can play in the instructional mission of DASA. This means, among other things, that we will be opportunistic with regards to hiring outstanding scholars of all ranks, although the Department is well situated to hire associate professors or young full professors with excellent quantitative or qualitative skills who are rising to the top ranks of the discipline. Finally, it should be noted that hiring in one area has not been a zero-sum game for other areas. That is, the Department has enjoyed success in hiring faculty members who have recognized reputations or potential in one area, but significant linkages to other areas, which in turn feeds into cross-area collaboration. We expect to pursue this strategy in the future and structure our positions accordingly.
- *Graduate Students Recruitment and Funding.* Although we have been successful at funding most of our students, we require additional resources to be able to outbid the top ranked programs with whom we are now competing for graduate students. This means, among other things, providing additional fellowships, increasing research and conference travel funding, summer research funding, and strengthening the research infrastructure available to graduate students. Along with the further expansion of the department, special attention needs to be paid to research infrastructure building that includes both facilities to train students and additional research assistantships (see above on faculty resources).
- *Increasing and Reorganizing Staff Support.* Additional staff support is crucial to accomplish the goals of the department: faculty grant applications and administration, research infrastructure support and management, instructional support, graduate studies program administration and undergraduate program administration. In the short run, two additional staff members will be needed, one with primary duties assisting graduate student recruitment, record keeping within the department, fellowship opportunities, and one focusing on undergraduate studies, creating better linkages between undergraduate students and the Department, guiding undergraduate students with educational opportunities, and providing feedback to faculty on issues related to undergraduate education.

### **C. Copy of the Most Recent Strategic Plan**

*See Appendix 1.*

### **D. Emerging Trends in the Field, Fit of Strategic Plans with Trends**

The best scholarship in sociology, and in social sciences in general, come out of work that asks the big question, that is broadly based intellectually, and that employs the most rigorous and creative methodology. As the world we study changes, the field of sociology will be increasingly defined by scholarship that is interdisciplinary and comparative, historically and internationally. Sociology of the future is also going to be overwhelmingly more technologically sophisticated than it is now, with true interdisciplinary perspectives, such as that encompassing the intersection of social and biological sciences.

Academic departments experience what could be called a “charismatic moment” -- a period in which they carve out a dynamic identity for themselves that defines their destinies -- but once in their histories. UCI Sociology is still at such a moment. Its faculty are in the vanguard of several important emerging trends in the discipline: the sociology of immigration; the sociology of social movements and collective action; social network analysis; new theoretical and methodological approaches that link the study of gender, ethnic, and class inequalities to occupations, labor, families, and state regimes; the sociology of globalization; and new theoretical approaches to the study of organizational conflict and institutional change. In many of these areas, the analytic problems being addressed require collaborations that span substantive areas and disciplines -- just the kinds of research infrastructures that thrive at UCI Sociology. We have proven that if given the resources, we can and will achieve things few departments could even imagine. Following the course of action suggested above, with a healthy infusion of resources, will ensure that UCI Sociology’s charismatic moment does not pass without lasting and meaningful accomplishment.