

INTRODUCTION AND OVERVIEW

The University of Washington has had a distinguished sociology department since the 1920s. This tradition perhaps peaked in the 1980s, when Washington became acknowledged as a leader in quantitative methods under the leadership of H. M. Blalock and Herbert Costner; Richard Emerson and later Karen Cook pioneered exchange theory and experimental social psychology; and macro-sociology became prominent. This prominence was reflected in the National Research Council rankings of research-doctorate programs in sociology during this period. In 1982 the Department was ranked seventh in graduate training and eleventh in quality of the faculty; in 1993, the rankings were nearly identical: eighth in graduate training and tenth in quality of the faculty. The 1990s, however, was a period of significant challenges resulting from the losses of key senior faculty due to death, retirement, and losses to other Universities. Several junior faculty during this period were either denied tenure or left before their tenure review decisions. Despite some very successful recruitment efforts during this period, by the mid-nineties the Department was down to as few as 20 FTE, faculty productivity waned compared with earlier periods (although the number of majors and students taught increased sharply), and the Department dropped out of the top ten in national rankings. Most significantly, the loss of key senior faculty overwhelmed the recruitment of new faculty to create a void in departmental leadership. Attempts to rebuild the Department were initially thwarted in part by lack of consensus over making offers to senior candidates, and by candidates turning down offers once they were made.

This has changed dramatically in the past five years, however, as the Department—with substantial and creative support from the College—succeeded in making a series of important hires at both the junior and senior levels. This list includes Kate Stovel and Paul LePore in 1997, Ross Matsueda, Hyjoung Kim, Susan Pitchford, and Rob Warren in 1998, Michael Hechter, Steve Pfaff, and Becky Pettit, and Jerry Herting in 1999, Martina Morris, Mark Handcock, Stew Tolnay, Debra Minkoff, Katherine Beckett, and James Kitts in 2001, and Barbara Reskin, and Lowell Hargens in 2002. Indeed, well over half of the faculty has arrived since 1997. This tremendous turnover has ushered in a dynamic and exciting period for the Department. New faculty with strong and diverse research programs have been setting up shop and exploring new resources, collaborations, and research directions. In particular, faculty members with interdisciplinary interests are developing links to other units on campus. Many of the newly-hired senior faculty are beginning to assume leadership positions in the Department as well as throughout the University. For example, Morris was appointed Director of the Center for Studies in Demography and Ecology; Raftery, Handcock, Matsueda, and Stovel have taken leadership roles in the Center for Statistics and the Social Sciences; and Tolnay is the new Chair of Sociology. All of them have had experience in multiple institutions, and have brought new ideas, perspectives, and experiences to the Department. We believe that this influx of distinguished faculty members, combined with the continuing faculty, has put us on a clearly upward trajectory, one that will return us to the status of a top-ten department.

Rebuilding the Department

In rebuilding its faculty and research programs, the Department has emphasized three trends. First, the increasing importance of moving beyond disciplinary boundaries to study social science topics has led the Department to build in areas in which there is potential for interdisciplinary work with research groups in related units. Specifically, the Department has built areas of strength with an eye toward linking to existing interdisciplinary Centers, including CSDE, CSSS, the Jackson School,

and to a lesser extent, CLASS. Second, major transformations throughout the globe have ushered in a period of rapid globalization, which is increasingly affecting all societies. The Department has attempted to maintain faculty with research interests and expertise that go beyond the U.S. to examine interconnections among societies in a global world. Third, the Department has recognized the importance of a strong and diverse faculty and has made efforts to diversify along gender, racial, and ethnic lines.

As a result of the recent pattern of hiring and recent institutional development, the Department has gained new strength in key areas. A perusal of the Department suggests that it is now the nation's leader in two areas, demography and ecology and social statistics. The long tradition of excellence in demography and ecology enjoyed by the Department continues today and promises, for two reasons, to become even stronger. CSDE was recently awarded an NIH R-24 Center Grant, which coincides with the Center moving out of Sociology to become a truly interdisciplinary center, and the hiring of several new Sociology faculty specializing in demography and ecology. Around the country and at NIH, the demography program at Washington is viewed as an exciting leader in the field. Similarly, the long tradition of national leadership in the development of sociological methodology enjoyed by our Department promises to continue with the strong links between Sociology and CSSS, which was made a permanent unit within the College last year. Under the leadership of Adrian Raftery, CSSS is helping to lift the quality of quantitative research in the Department by fostering collaborations between sociologists and statisticians, offering advanced courses to our graduate students, and exposing faculty and students to cutting-edge statistical methodology in seminars and workshops. Around the country, CSSS is acknowledged as the leader in social statistics, and has resulted in attempts to emulate it at several leading institutions. A number of Sociology faculty, in addition to Raftery, have played leadership roles in CSSS, including Mark Handcock, Ross Matsueda, Martina Morris, Kate Stovel, and Lowell Hargens. The result is that Washington has become a leader in the field of sociological methodology.

The Department has strong visibility as a national leader in two other areas as well. The first is the area of institutional analysis, which has been a traditional strength in the Department, although in the past has gone under the guise of macro-sociology or social organization. Institutional analysis at Washington features a core of faculty interested in considering the implications of rational actor theories for macro-sociological phenomena. Edgar Kiser and Michael Hechter have created controversy by proposing a program of historical sociology driven by general theory, deductive reasoning, and identification of causal mechanisms, and illustrating it with a program driven by rational choice theory. Kate Stovel, James Kitts, and Martina Morris have explored computer simulations of agent-based models. Such research also ties the Department to other units, such as Political Science, Economics, and CSSS, where there is strong interest in game theory and other rational actor models. In the area of institutional analysis, in particular, rational actor explanations are not only being developed to explain the origins and functioning of institutions, but also serve as a stimulus to develop alternatives when the explanations break down. These healthy debates are important in other areas as well, including demography, deviance and control, and social psychology.

The second area is deviance and social control, where the Department has historical strengths, including former leaders of the field, such as Clarence Schrag, Travis Hirschi, and Ronald Akers. The Department has maintained this tradition with a program of theory-driven empirical research by Katherine Beckett, Robert Crutchfield, Ross Matsueda, Joe Weis, George Bridges, and Alexes Harris, who will be joining the Department as a faculty member next year. Washington has one of

the nation's leading programs in the sociology of crime, law, and social control. Not only is crime and law one of the most pressing social problems for sociologists to study, it remains an important topic to teach our students. The current research activities in the area have led to links to other units. For example, the statistical nature of research by Matsueda and Crutchfield and their students has resulted in ties to CSSS and Katherine Beckett's interest in law and society and qualitative methods has increased ties to CLASS.

The recent changes in the Department are creating new opportunities and possibilities, but they are also creating new challenges for the Department. Generally speaking, dramatic change can sometimes undermine a sense of community and identity. The influx of new ideas and perspectives can sometimes splinter a department into competing political factions. The increase in interdisciplinary activities can sometimes draw faculty away from a department, robbing it of its core. To counter these tendencies, we feel the Department needs to enter a period of consolidation, integrating faculty interests and activities, translating new ideas into sensible changes in departmental practice and direction, and forging a new identity from the best of old traditions and new opportunities. The Department is currently in the process of addressing these concerns. Throughout this self-study, the theme of entering a period of consolidation will resurface. Our general self-assessment is that we are a leading department—perhaps the top social science department at the University of Washington, and on the verge of returning to the top ten in national rankings of sociology departments—but at the same time we face challenges of consolidating our faculty, developing a strong identity, and implementing changes in major programs. In the pages that follow, we will provide evidence of our strengths in research activities, as well as teaching and service, describe our programs and procedures, and identify weaknesses that we are seeking to improve.

Strengths, Innovations, and Successes

The Department strengths begin with the outstanding research being carried out by faculty, which is not only making strong contributions to knowledge, but is also helping to upgrade the training of graduate students and teaching of courses.

Faculty Research

With the recent hires, faculty research productivity has improved dramatically. More grants are being awarded to faculty, publications in leading journals are on the rise, and more collaborative interdisciplinary research is underway. Some highlights:

- The Center for Statistics and the Social Sciences was founded and made a permanent unit with strong ties to Sociology
- The Center for Studies in Demography and Ecology became an interdisciplinary unit and received an R-24 center grant from NIH.
- Faculty grants, particularly involving interdisciplinary groups, have increased dramatically in the past five years.
- Publications in top journals, particularly involving research collaborations with graduate students, have increased.

Graduate Program

The Department has slowly improved its graduate program in important ways. In some ways, the gradual introduction of innovative internal programs has improved training and morale of students. In other ways, significant changes to the structure of the program have been implemented. The result is a set of innovations that have upgraded the program:

- *Recruitment Weekend*: Organized by faculty and graduate students, the recruitment weekend gives prospective graduate students an opportunity to listen to faculty discussions of research activities, and to hear graduate student perspectives on the culture and life of the being a student in the Department.
- *Teacher Training*: Beginning with the work of Frederick Campbell in the 1980s, the Department has had a long history of innovative teacher training. Starting with graduate student orientation, which includes TA-training sessions, the teacher-training seminar, and classroom observations, the Department maintains a highly-successful teacher-training program.
- *Professional Development*: The Graduate Program Coordinator organizes a series of seminars in which faculty and students discuss professional development, including maintaining a CV, writing grant proposals, working with IRB and human subjects, and applying for and interviewing for academic jobs.
- *Travel Fund*: Because University funds for graduate student travel to professional meetings is quite meager, our graduate students developed a travel fund to supplement the funds, asking for contributions from faculty, alumni, and Advisory Board members. The result was overwhelming. In a little over a year, nearly \$25,000 has been contributed by Department members. This success is a testament to the positive culture of the Department, and faculty commitment to the graduate program, especially given that faculty complaints about their own low professional travel funding are as consistent as the rain on Savery Hall.
- *Minor in Social Statistics*: To capitalize on the burgeoning course offerings in advanced social statistics by CSSS, the Department passed a minor in social statistics, consisting of a coherent set of four statistics courses.

These programs, combined with increasing research assistant positions created by faculty grant activity, has resulted in attracting stronger cohorts of new graduate students, greater productivity of graduate students, and an upward trend in graduate student placement.

- Graduate students are publishing more papers during their graduate student careers, both in collaboration with faculty and independently.
- Graduate students are beginning to be placed in better positions in recent years, including tenure-track faculty positions at UCSD, UC-Irvine, George Washington, and Baylor, and Post-Doc positions at Wisconsin, Michigan, and North Carolina.

Teaching

The Department takes its teaching mission very seriously. At the graduate level, faculty offer a mix of core required courses and specialized advanced seminars. The required courses have been modified recently, streamlining the methods requirement and adding a required statistics course to form a year-long three-quarter sequence.

- The required statistics sequence has been very successful, serving as the model for a prerequisite sequence for CSSS advanced courses in social statistics.

- The CSSS advanced courses, taught by CSSS core faculty, as well as some Sociology faculty, have been highly-successful, and have drawn a significant number of Sociology graduate students.
- The teacher training seminar continues to be very successful in preparing graduate students for teaching. The Department insures that students interested in teaching receive appropriate training and experience prior to entering the classroom.

The Department has a history of strong and innovative undergraduate teaching. It is no coincidence that the leaders in bringing innovative undergraduate teaching to the University of Washington have come from the Sociology Department. This includes, Frederick Campbell, the University's first Vice Provost for Undergraduate Education, George Bridges, his successor, Debra Friedman, formerly Associate Vice Provost for Planning, and Paul Le Pore, Assistant Dean for Undergraduate Programs. At the undergraduate level, the Department maintains its tradition of innovation and excellence in teaching.

- Three current faculty have been the recipients of University-wide teaching awards: Al Black, George Bridges, and Robert Crutchfield.
- The Department remains a leader in students served, with a total enrollment of 7,536 in 2002-03.
- Several faculty in the Department have continued to push the envelope with experiments with innovations in teaching, including developing service learning courses, computer-analyses of data in substantive courses, internships, and innovative web-based classes.
- Innovative courses developed jointly between Sociology and CSSS teach the logic of social scientific inquiry and cased-based statistics for social sciences.
- Judy Howard received the Distinguished Graduate Mentor Award in 2002, and Pete Guest and Edgar Kiser have been nominated for the same award.

Links to Other Units

A strength of the Department is its strong links to other units. Remarkably, nearly all of the faculty are involved with other units in some capacity, from chairing or directing programs to serving as faculty affiliates of centers. The Department is developing strong research ties to other units, resulting in increased interdisciplinary research collaborations. The Department has also encouraged faculty to take administrative positions in other units, often without remuneration to the Department. We will return to these issues later in this document.

Community Involvement

A number of our faculty are engaged in activities in the larger community. These include consulting with local government agencies, delivering lectures to private groups or organizations, and serving as resources for the local media. A good example of such activity is Al Black's weekly radio show that concentrates on issues related to race and ethnicity. Professor Black was honored for his community involvement when he received the University of Washington's Public Service Award in 1999.

Weaknesses

The Department is not without some weaknesses, some stemming from the recent dramatic turnover in faculty, some resulting from ongoing experimentation with programs, and others resulting from attempts to adapt to external changes, such as the move of CSDE out of Sociology.

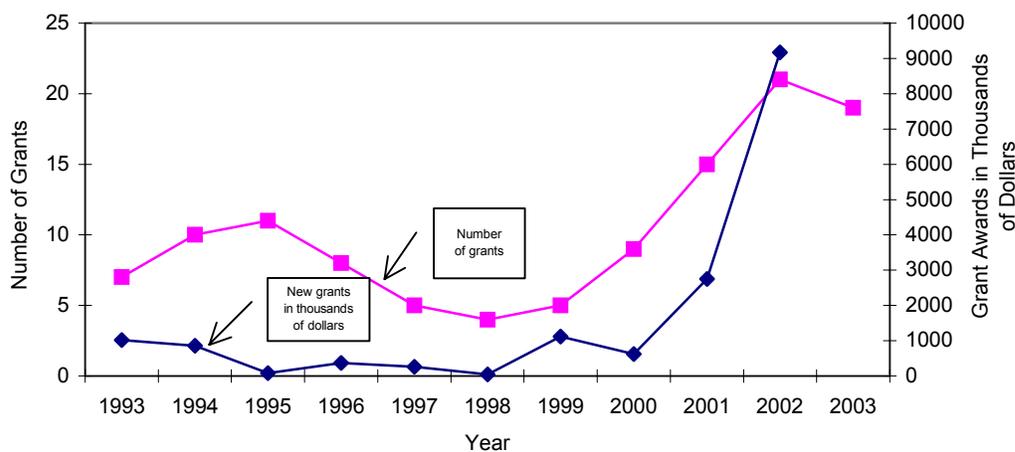
- The number of undergraduate majors has hovered around 500-550 over the last ten years, but reached an anomalous high of over 700 in 1998. Consequently the number of majors has dropped to a new low of about 350. We would like to increase this number back to our usual norm of over 500.
- The number of faculty serving in administrative positions in other units has cut into course offerings at both the undergraduate and graduate levels. The increase in extramural grants, leading to more faculty buying out of courses, has also contributed to this problem.
- The undergraduate majors share little camaraderie or culture and do not have Sociology clubs or other activities to draw them together. For example, there is no chapter of Alpha Kappa Delta.
- Although relationships with other units have been overwhelmingly positive, two deserve careful monitoring. Recently, tensions have emerged between CSDE and some Sociology faculty members. To address this issue, Stew Tolnay (as Department Chair) has initiated a series of meetings with the leadership of CSDE in an effort to build a positive relationship. In part because of its emphasis on philosophical and humanitarian views, rather than quantitative social science, CLASS has attracted the participation of only Katherine Beckett and, to a lesser extent, Paul Burstein, among sociology faculty.
- Graduate student placement has improved in the last three or four years, as noted above. A healthy sign is that students are being placed in a variety of positions, including academic jobs at some of the leading research universities, teaching jobs at liberal arts colleges, and research jobs in public agencies. Nevertheless, the department is committed to improving this placement to include top ten Sociology Departments.
- With the loss of Judy Howard, who is in the third year of chairing the Women Studies Program, the social psychology program, a traditional strength in the Department, has weakened considerably.

SECTION A: SELF-EVALUATION

Under the influence of George Lundberg, Washington was one of the first U.S. sociology departments to envision sociology as a scientific discipline. This vision persists, with the Department remaining a leading proponent of using scientific methods to study social processes. Over the years, our commitment to this vision has ruled out less-scientific perspectives—many of which have turned out to be passing fads—including phenomenological sociology, critical theory, postmodern theory, and cultural studies. Sociological research at Washington can be best characterized as identifying empirical regularities, developing a theoretical understanding of them, and testing that theoretical understanding. Similarly, we have chosen to cover a broad but limited range of substantive areas including institutional analysis (which includes political sociology, organizations, and economic sociology), stratification, demography and ecology, deviance and control, family and gender, social psychology, and research methods. In each of these areas, important and exciting research activities are underway.

With the revitalization of the Department faculty in the late 1990s, faculty research has improved dramatically by any performance criterion. We trace this to the recent faculty hires who have injected an exciting array of research projects into the Department. Those projects, combined with the strong ongoing research projects of continuing faculty, have helped to usher in a new and exciting period scholarship within the Department. Large-scale extramural grants support many of these projects. As Figure A-1 shows, the number of grants and grant revenues were low in 1993-94, and dipped even lower in 1997, but in 1998, faculty received five grants, totaling roughly \$45,000. In 2002, 21 grants were awarded, totaling nearly \$10 million dollars. This grant activity reflects thriving research in the Department. Grant activity has also increased research assistantships for graduate students and fostered closer faculty-student working relationships, thereby providing better research training for students and increased faculty-student collaborative publications.

Figure A.1 Number of New Extramural Grants Awarded to Sociology Faculty, and Amount of the Awards (in Thousands of Dollars) by Year (1993-2003)



Faculty productivity in publishing has also increased. According to an article in the discipline's newsletter *Footnotes* the Department scored 16th in publishing in the top three journals -- *ASR*, *AJS*, and *Social Forces*. Unlike many higher-scoring departments, our faculty are also strong in publishing books. Indeed, in recent years, faculty have published at least 16 books. These objective measures of scholarly productivity are the result of the faculty's important research programs.

- **Edgar Kiser and Michael Hechter** have stimulated debate regarding the proper way to do historical sociology by arguing for a greater role of general theory to guide research, a stronger emphasis on deduction from theory rather than induction from historical particulars, and more attention to building adequate explanations of a historical phenomena by identifying unobservable causal mechanisms. As an exemplar of this strategy, they propose a historical program based on rational choice theory. Their original ideas, published in *AJS* in 1991, culminated in a major symposium in *AJS* in 1998.
- Using this general research strategy, **Kiser** and his colleagues and students have been exploring the processes by which wars and revolts have formed representative voting institutions, bureaucratic administrative systems, and large standing armies. In a series of papers published in our leading journals, they have found that (1) medieval European voting institutions developed out of collaborations between monarchs and aristocrats to fund wars and other mutually profitable projects which collapsed when rapid social change made this collaboration too costly; (2) offensive wars and administrative bureaucratization fostered the growth of early modern European states, while also leading to frequent revolts against those states; (3) revolutions facilitated administrative bureaucratization in England and France by weakening aristocrats opposed to these reforms; (4) the devastating wars in "Warring States" China led to its early development of bureaucratic administration.
- In his project, "From Class to Cultural Politics," **Hechter** addresses the erosion of class politics in advanced industrial societies during the last century while cultural politics has increased. The novelty of this project lies in its application of a general theory, the theory of group solidarity, to a complex historical problem. The leading explanations in the literature attribute the cause of this shift to structural changes - in particular to the growth of the middle class. In contrast, Hechter hypothesizes that the principal cause is the shift from class-based organizations to organizations principally based on cultural affinities.
- **Martina Morris, Mark Handcock**, and their colleagues, have several large NIH grants to study HIV and STD in social networks of drug users and sexual partners. This research, which uses social networks to identify social structure, builds on epidemiological models of population transmission dynamics and uses innovative statistical methods to develop simulation models of drug user and sexual partner networks. Through random graph models based on empirical data, they can simulate networks with these properties. They are also examining network data from Thailand and Uganda to identify key components of network structure, investigate interactions between biomedical and behavioral network processes, and estimate the effect of network-channeled disease on fertility and mortality. Finally, they are attempting to develop a statistical theory for network sampling using current network data and, in particular, estimating the information loss under competing sampling designs.
- Using multi-dimensional scaling and latent-space representation, **Barbara Reskin, Lowell Hargens**, and **Mark Handcock** are depicting the structure of occupational segregation by sex, race, and ethnicity across 60 detailed sex-race-ethnic groups. Although gender is the primary basis for occupational segregation, their analyses show considerable occupational segregation

by race and ethnicity. Employers appear to be indifferent to ethnicity among European-ancestry groups, and white ethnic groups are undifferentiated in their preferences and qualifications. The strong effects of sex-ethnic groups' positions on the dimensions underlying the structure of occupation segregation on their earnings indicates that occupational segregation in the U.S. labor market is essentially hierarchical. Among Reskin's other projects is a longitudinal study of race, sex, and the career outcomes of law faculty, in which features of law schools, such as public vs. private, faculty prestige, and faculty racial and sex composition, interact with characteristics of faculty hires, such as sex, race, and credentials, in determining first job, starting salary, and promotion.

- In the project, "Explaining Race and Ethnic Inequality in the Transition from High School to College in Washington State," funded by private foundations, **Charles Hirschman**, along with **Stew Tolnay**, **Jerry Herting**, and others, is measuring how families, schools, and students' own hopes and abilities affect the chances of continuing education past high school. A voter-approved initiative prohibiting affirmative action in admission to public higher education stimulated this project whose goals include determining how this regulation affects students' college attendance. The research team interviewed seniors from public schools in Tacoma, Wash., in the spring of 2000, 2002, and 2003. They have also conducted one-year follow-up surveys for the seniors who were interviewed originally in 2002 and 2002, as well as surveys with the parents of seniors in all three years. Plans are underway for a survey of seniors in the Spring of 2004.
- **Stewart Tolnay** currently has two NSF-funded projects. The first project compares the relative social and economic well-being of African Americans and immigrants in U.S. cities from 1880 through 2000. In addition, it considers the possible "collective" influence of relative group size for blacks and immigrants on the well-being of both groups. The second project involves a collaboration with researchers from the Minnesota Population Center, and focuses on the westward migration of African Americans from 1930 through 2000. The key topics that motivate this project include the patterns of adaptation of black migrants in the West, compared to those of black migrants in the Northeast and Midwest, and the consequences for black migrants to the West of the presence of diverse racial and ethnic groups in the region (e.g., Native Americans, Hispanics, Japanese, Chinese).
- In her project, "Organizational Dynamics and Careers" **Katherine Stovel** focuses on the difficult problem of how organizational and institutional dynamics affect workers over the course of their careers. While it has long been recognized that organizational constraints limit career outcomes for workers, modeling the precise nature of these relationships has proven difficult in part because of the intersection of multiple temporal processes across a variety of relevant structures. This study addresses these issues directly by examining the dual emergence of modern institutions and modern career structures, focusing on the history of Lloyds Bank. The capital liquidity and labor-intensive nature of banking permit studying the dynamic relationship between organizational events and changes in career structures in a "pure" form, uncontaminated by external commitments and fixed costs.
- In their project, "The Structure of Spontaneous Mobilization," **Steve Pfaff** and **Hyojong Kim** are examining the mobilization of protest. Most accounts of rebellion and revolution against repressive regimes attribute such phenomena to citizen mobilization, state collapse, relative deprivation and social breakdown. Various theories identify deprivation, failing social control, organizational resource mobilization, political opportunities, and ideational preparation (injustice frames). Pfaff and Kim are exploring how proximate causal mechanisms and temporal dynamics (such as diffusion) influence the structure of social movements. They are exploring

the exit-voice dynamic in collective action based on an analysis of the structure of emigration and spontaneous mobilization in the East German revolution of 1989-1990 and plan to study the democratic movement in South Korea and the rapid diffusion of religious rebellion in 16th century Germany.

- In his project, “Integration and visualization of multi-source information for mesoscale meteorology: statistics and cognitive approaches to visualizing uncertainty,” funded by the Office of Naval Research, **Adrian Raftery** and his colleagues are innovating new methods to estimate uncertainty in weather forecasting, and, based on cognitive science theories, are developing ways to efficiently deliver this information to decision-makers who use the forecasts. Current methods of meteorological forecasting produce predictions with unknown levels of uncertainty, particularly in regions with few observational assets. Forecast errors and uncertainties also arise from shortcomings in model physics. With the ability to estimate the uncertainty in predictions, forecasters would have a powerful tool to make decisions and to judge the likelihood of mission success.
- With his colleagues **Robert Crutchfield** and **Pete Guest**, **Ross Matsueda** is examining the intersection of race, neighborhood social organization, and crime and violence in Seattle neighborhoods. They developed an integrated theory of racial heterogeneity, social disorganization, informal social control, and neighborhood subcultures, that specifies the causal mechanisms by which community structure influences neighborhood crime and violence. They are asking whether neighborhood structural ties, resources, and demographic composition affect the ability of neighborhoods to act collectively to exert informal social control and whether this collective action reduces crime. The project, funded by NSF and NCOVR, is fielding a telephone survey of victimization and neighborhood indicators. In a second NSF-funded project, Matsueda is examining a rational choice theory of deterrence and delinquency using longitudinal data from Denver. In an NIJ-funded project, Crutchfield is examining the relationship between segmented labor markets and crime rates.
- **Paul Burstein** is involved in an NSF-funded project on the impact of public opinion, party balance, and interest groups on congressional support for policy change. He is asking whether what the public wants strongly affects public policy, and whether the organizations of democratic politics---political parties, interest groups, and social movement organizations---enhance the public's influence, or reduce it by enabling special interests to get their way
- **Becky Pettit** is currently at the Russell Sage Foundation working on a project on the effects of incarceration on post-release employment patterns and earnings in the state of Washington. She is finding that the effects of incarceration on employment and earnings vary over the life course, appearing to operate as a “turning point” in the work lives of very young men. This builds on her earlier research on incarceration and labor market outcomes and black-white differences in the risk of imprisonment at different levels of education. In addition, Becky is looking at the institutional and structural determinants of women’s labor force participation in 18 countries. Using multi-level models, she is finding that structural effects, such as unemployment and service sector growth explain women’s employment, demographic effects differ by country, and federally supported child care is associated with greater employment among woman with children and who are married.
- **Gary Hamilton** is involved in an ongoing project that examines the role of economic organization in economic development, using South Korea, Taiwan, and Japan as case studies. He finds that business groups have diverse structures in otherwise similar economies. For example, South Korea has large vertically-integrated groups, Taiwan has smaller concentrated but less-integrated groups. Moreover, he finds that differences in economic organization create

momentum and trajectory and account for differences in economic development net of state policies and macro-economic forces. He argues for augmenting state-centered and market-centered theories of economic development with one emphasizing trajectories of economic organization.

SECTION B: RESEARCH, TEACHING, PERSONNEL, AND PRODUCTIVITY

Research

Elsewhere in this document we have enumerated some of the research accomplishments of the Department's faculty and graduate students. Here, we discuss briefly some external trends that have affected the discipline of sociology and then turn to a description of the internal culture of research and intellectual inquiry that prevails within our department.

The discipline of sociology has changed in many respects over the past several years. Challenges to mainstream theory and methods have been made by post-modernism, feminist theory, and cultural studies. These voices have helped social scientists to become more aware of the assumptions underlying their research, and consumers of social science to evaluate research results critically. Like most of the nation's top sociology departments, our department has responded to these challenges by remaining open to alternate views, but also by choosing to invest most heavily in faculty with theoretical orientations that are consistent with our commitment to the ideals of sociology as a science. In practice, this has resulted in building strength in areas of productive empirical research, such as demography and criminology, areas that help foster excellence in empirical research, such as social statistics and methods, and substantive theories that are associated with strong research agendas that promise to continue into the future, such as network theory, rational choice, and some forms of institutionalism.

Funding patterns in the discipline have not changed dramatically in the past several years, although the budgets within the National Science Foundation and the National Institutes of Health that are devoted to the support of social science research have increased substantially in recent years. Since sociology is a very heterogeneous discipline, the ability to compete successfully for external funding varies widely across different areas. Work that has practical applications or policy implications is more generously funded by federal agencies and private foundations now, as it was in the past. Therefore, it tends to be easier for scholars in our department who study deviance, demography, or issues related to public health to garner grants to support their research. Other areas, such as theory and historical sociology, do not have the same opportunities for external funding. However, the Sociology Program in the National Science Foundation does support a diverse grant portfolio, including the work of theorists, ethnographers, and historical sociologists.

Two types of technological changes have influenced the discipline recently. First, the rise of the internet has made more data available than ever before. This has been true not only with respect to traditional forms of quantitative data such as censuses and surveys, but for many types of qualitative and historical data as well. It has also made long-distance collaboration much easier, as data and documents can be shared in a more efficient manner. Second, there have been dramatic advances in the speed with which quantitative data analysis can be done. Only twenty years ago, data analysis required the use of punch cards that were run through a mainframe computer. It was necessary to go to the computer center, run the cards through, and then wait 15-20 minutes for the results to return (at which time you generally found out that the program could not run because of a typo). Now, a scholar can run 20 different models without leaving her office in the same amount of time. In addition to that, simple canned programs now exist to run

many models that required writing your own code only a few years ago. In other words, the production function for doing quantitative work has improved substantially in the past several years. These changes have had substantive implications as well. Researchers can now explore social processes with very complex modeling strategies that were simply impossible in the past because of computing (hardware and software) limitations. Because our department has always been strong in quantitative research methods and their application to substantive questions, these broader technological developments have benefited our researchers more than it has those in other departments. With the close ties between our department and the Center for Statistics and the Social Sciences, these benefits are certain to increase over time.

Within the Department of Sociology, itself, there is considerable diversity in the types of questions that researchers ask, as well as in the approaches that they take in their search for answers to those questions. The substantive specialties represented in the department are subsumed under its nine “curriculum areas”: Research Methodology; Theory; Demography and Ecology; Social Psychology; Family and Kinship; Institutional Analysis; Stratification, Race and Ethnicity; Deviant Behavior and Social Control; Sex and Gender. These areas also define the sub-fields within which graduate students may concentrate. Across these specialty areas, and even within, researchers employ a variety of methodological strategies. Although quantitative statistical analysis is probably the most frequently used investigative technique within the department, qualitative strategies are also used. It is also becoming increasingly common for researchers to combine quantitative and qualitative approaches to accomplish their intellectual goals. There is also considerable diversity in the units of analysis that define the type of inquiry pursued by departmental researchers, including individuals, families, households, schools, neighborhoods, nation states, historical events, time periods, or events of different types.

This heterogeneity in research areas, orientation, and methodology can be viewed as a departmental strength. Variety in the substantive interests and methodological approaches among faculty offers graduate students greater choice in the directions of their own professional careers. Also, such diversity creates a potential for innovative and creative collaborations among faculty from different substantive areas or with different methodological styles. Furthermore, it facilitates interaction between Sociology faculty and those in other units on campus, such as the Jackson School for International Studies, the Evans School of Public Policy, and the School of Public Health. Much intellectual activity within the Department occurs within specific curriculum areas, including several area-specific seminar series that enjoy limited involvement of faculty and graduate students with other research specialties. These area-specific activities have made a very important contribution to the intellectual life of the department and, as mentioned below, have aided in the professional development of junior faculty. They also play a critical role in the professional development and socialization of graduate students. In fact, the area-specific activities have been so successful that they have eclipsed the popularity of the department-wide colloquium series.

Nevertheless, widely varying substantive concerns, methodological approaches, and theoretical perspectives, can also create a “centrifugal” force that works against the development of a strong collective identity and community. To counteract this potential weakness that may be generated by differences among its faculty, the Department of Sociology has worked to identify an overarching, unifying mission. As described on page 2 of the *Departmental Strategic Planning*

Report of 2000, this consists of the department's goal "to specialize in theoretically-driven multilevel empirical research." More specifically, this mission involves the following three distinct elements: (1) the discovery of new empirical facts, (2) the imputation of general causal mechanisms to account for these empirical regularities, and (3) the systematic assessment of rival social theories. These are guidelines for scholarship that can be endorsed by most researchers, regardless of their substantive concerns or methodological preferences. And they represent a common intellectual ground that can help to bridge differences among the faculty and facilitate communication.

Moreover, very recent departmental initiatives are aimed at reducing potential balkanization and increasing the sense of a common departmental identity and culture. These include a greater emphasis on (and larger budget devoted to) the Department-wide speaker series. This year the Department's Colloquium Committee is identifying speakers whose research cross-cuts multiple specialty areas within the department, and who are known for delivering high-quality presentations. It is hoped that the rejuvenated Departmental speaker series will draw faculty and graduate students from more than one specialty area and serve as a positive professional socialization experience for all graduate students. A second strategy for establishing a stronger, shared departmental identity involves a series of conversations over the next year that will lead to short- and long-term recruitment plans. These conversations, while certain to be challenging, will help to reveal, and emphasize, the intellectual values that are shared within the Department.

Teaching

The Department takes its pedagogical mission very seriously – at both the undergraduate and graduate levels. There is ample evidence of this commitment to teaching within the department, including: (1) the well-designed and successful program for training graduate students in classroom instruction, (2) the requirement that faculty at all ranks have collegial evaluations of their courses, (3) the seriousness with which teaching performance is taken during annual reviews and personnel cases, (4) the overall high rating that departmental instructors receive on student evaluations, and (5) the number of award winning teachers in the department, including Black, Bridges, Crutchfield, and Howard.

When designing each year's curriculum, the Department strives to satisfy a number of demands, including offering the required courses for the graduate program and the undergraduate major, and offering a diverse and interesting mix of graduate and undergraduate courses at various levels. The typical teaching load for full-time Sociology faculty is four courses, including three undergraduate courses and one graduate seminar. Our main criterion for allocating teaching responsibilities to individual faculty is equity. In order to maintain a collegial department, we think it important that everyone carry the same basic teaching load. Over the past few years, almost all of our faculty have taught one large undergraduate (service) course, two smaller undergraduate courses, and one graduate course.

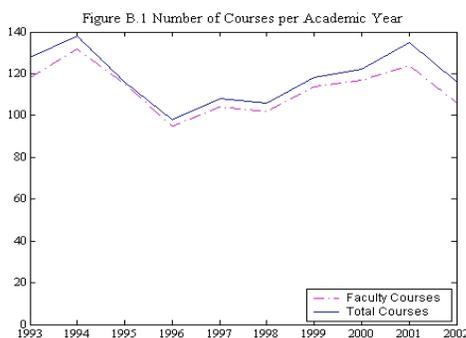
Of course, there are exceptions to this rule, but they are made generally for three reasons. First, if departmental needs require additional courses in a particular area at either the graduate or undergraduate level (due either to unusually high demand or faculty in particular areas being on leave), some people will be asked to alter their normal teaching load. Second, some faculty get

course reductions for doing administrative work of various types. Third, faculty with external funding from grants can buy-off up to two courses per year.

Faculty typically teach one graduate course per year, and these courses are organized around the Department's need to present graduate students with first-rate training in sociology; thus, certain courses must be covered every year (e.g., the basic graduate courses in theory, research design, and statistics), and core substantive courses in the major areas of sociology must be taught on a regular basis as well. The need to offer required graduate courses regularly, combined with the informal department rule that faculty teach only one graduate course per year, has restricted the number of substantive, graduate seminars that some faculty can teach. This has resulted in reduced offerings, especially within the specialty areas of the faculty teaching the required courses. If other instructional needs can also be met, the Department may want to consider relaxing the "one graduate course" rule for faculty teaching a required course.

Sociology faculty members have somewhat more discretion with regard to their third and fourth (normally undergraduate) courses. Normally, though, the expectation is that they will teach mostly courses that are a standard part of a sociology curriculum, so that students can count on having access to courses on all the major areas of sociology. Faculty are permitted from time to time to teach a new course on a one-time basis. If the course is successful pedagogically and from the point of view of enrollments, it may be added to the regular curriculum after consideration by the Department and the College curriculum committee. This way of adding courses to the curriculum enables the department to adjust to changes in the field and to the changing interests of the faculty in a way that responsibly takes the needs of students into account.

The number of full-quarter courses offered by Sociology instructors in each year has varied from just under 100 courses (in 1996-1997) to nearly 140 courses (in 1994-1995 and 2001-2002). Figure B.1 shows the number of courses taught by all Sociology instructors, and the number of courses taught by Sociology faculty. Note that almost all (between 91% and 99%) of the Sociology courses are taught by faculty.¹



¹ Figures here include all courses taught by Sociology instructors, even if the course numbers are cross-listed or offered under a non-Sociology course number (such as General Interdisciplinary Studies). They do *not* include cross-listed courses taught by faculty of other departments; thus, they are an accurate representation of the undergraduate and graduate teaching contributions of the Sociology department.

In this decade, Sociology faculty also have facilitated 3,973 opportunities for students in independent study, research hours, and service learning, but these projects are not included in any of the teaching figures reported here.

As Figure B.2 shows, the number of students registered in full-quarter courses taught by Sociology instructors (faculty and lecturers) has increased over the decade, from just below 6,000 in 1993-1994 to over 7,600 in 2002-2003. A fairly stable 10% of the students in classes taught by Sociology instructors are registered for cross-listed credit from another undergraduate department.

Figure B.2 Number of Students Taught by Sociology Faculty per Academic Year



Much of the variation above is due to changes in the size, and composition, of the teaching faculty. For example, the drop in students between 1995 and 1997 can be partially attributed to loss of faculty due to unsuccessful tenure cases or departures before tenure (Newhouser, Jepperson, Lye, Conley, Creighton, Wolf, Reitman), death (McCann), and leaves of absence (e.g., Chirot, Stark, and van den Berghe). Also working to reduce the number of students taught was the loss of Bridges to an administrative position in the University and Crutchfield's appointment as department chair. Bridges, Crutchfield, and Stark taught large classes on a regular basis. In contrast, recent increases in number of students served is partly due to the implementation of large service courses taught with a minimum of TA support, which allow a greater-than-usual ratio of undergraduate students to graduate teaching assistants.

The following table reports the number of courses and the number of students instructed by each *current* faculty member, including affiliate professors, emeritus faculty, and lecturers.

Table B.1 Number of Courses and Number of Students, by Sociology Faculty and Instructors, Two Most Recent Years are 5-year and 10-year Averages

	Number of Courses				Number of Students			
	<u>10vr avg</u>	<u>5vr avg</u>	<u>2001-2</u>	<u>2002-3</u>	<u>10vr avg</u>	<u>5vr avg</u>	<u>2001-2</u>	<u>2002-3</u>
Black	6.4	6.6	6	5	790.9	835.6	893	636
Bridges	2.8	0.8	0	1	586.4	204.4	0	442
Brines	4.7	4.6	6	4	184.9	226.8	402	154
Burstein	4.6	4.6	5	5	113.0	132.0	202	144
Chirot	3.4	3.2	3	1	101.1	139.2	45	238
Crutchfield	2.4	1.4	1	2	307.5	391.8	429	209
Debro	2.7	3.8	3	2	256.3	358.4	285	207
Guest	3.0	3.6	4	3	148.9	190.0	169	134
Hamilton	3.5	2.2	0	4	102.1	59.2	0	153
Handcock	5.3	5.3	7	4	54.7	54.7	105	46
Hargens	3.0	3.0	<i>N/A</i>	3	147.0	147.0	<i>N/A</i>	147
Hechter	3.5	3.5	2	5	160.0	160.0	136	260
Herting	1.0	1.0	1	1	15.0	15.6	21	21
Hirschman	2.2	2.6	4	2	69.2	64.4	145	19
Howard	4.0	4.6	2	3	46.9	38.0	9	19
Keppel	1.0	0.8	0	2	102.7	113.6	0	530
Kim	2.6	2.6	3	0	80.2	80.2	77	0
Kiser	3.4	3.0	3	3	130.7	132.0	128	132
Kitts	3.3	3.3	5	3	79.3	79.3	154	56
Kohl-Welles	2.5	2.4	2	3	32.5	27.4	13	35
Kuo	3.1	3.4	0	3	81.9	74.6	0	116
Lavelly	4.1	3.6	4	4	81.7	99.4	130	170
Lepore	2.5	2.4	1	3	69.0	52.0	16	46
Liebler	1.0	1.0	2	1	36.3	36.3	103	35
Marx	1.5	1.5	1	2	15.0	15.0	11	19
Matsueda	2.2	2.2	3	1	104.2	104.2	111	147
Mihata	2.7	2.7	4	3	98.0	98.0	176	92
Minkoff	5.0	5.0	6	7	89.7	89.7	74	155
Morris	4.0	4.0	5	3	51.7	51.7	74	63
Pettit	2.8	2.8	5	0	131.3	131.3	250	0
Pfaff	3.5	3.5	4	2	224.5	224.5	314	105
Pitchford	3.9	3.2	3	4	198.8	210.0	226	455
Raftery	2.4	1.2	3	2	30.9	15.4	24	32
Reskin	2.0	2.0	<i>N/A</i>	2	30.0	30.0	<i>N/A</i>	30
Schwartz	3.2	3.6	4	3	208.8	281.2	130	639
Scott	7.8	8.0	7	7	270.1	156.8	139	212
Snedker	1.7	1.7	3	1	64.3	64.3	95	49
Stark	2.0	1.4	1	0	639.6	465.8	14	0
Stovel	3.8	4.0	5	5	164.8	170.4	213	226
Tolnay	1.7	1.7	2	2	95.3	95.3	113	88
Tuominen	1.0	1.0	0	2	16.0	16.0	0	24
van den Berghe	3.1	0.8	1	1	31.2	6.4	3	21
Weis	6.8	7.4	8	4	1006.7	1351.2	1176	1590

Italics indicate that the average number of courses/students is computed over a shorter time interval.

Personnel

The success of any academic department depends heavily on the quality of the following critical processes: faculty recruitment, mentoring of junior faculty, promotion and tenure decisions, and retention efforts. Our Department has established practices and procedures that are designed to increase the likelihood that these efforts will contribute to departmental success.

Faculty are hired within specialty areas that the Department and the Dean both see as important with regard to teaching and research. To a significant extent, the Department's ideas about what areas are most important are worked out in the Department's strategic plan, which is revisited every few years as circumstances warrant. Thus, the hiring process itself produces a balance of scholarly interests that is in line with the goals and expectations of the Department, the College of Arts and Sciences, and the larger University community. As mentioned above, this year the Department will engage in an ongoing series of conversations to identify short- and long-term recruitment plans.

Facilitating the professional development of junior faculty is a high priority for the department. This objective has assumed even greater importance, recently, because of the department's somewhat disappointing record in the promotion and tenure of its junior faculty. A combination of formal and informal mechanisms is used to monitor the progress of junior faculty leading up to the promotion and tenure decision, and to provide guidance for their professional development. The formal mechanisms include reviews of junior faculty in the 2nd, 4th, and 5th years of their appointment. This includes a full discussion of the faculty member's progress by the entire tenured faculty. The faculty discussion is designed to inform the subsequent conference that is held between the Department Chair and each junior faculty member. Although all aspects of the junior faculty member's professional activity are examined, special attention is devoted to his/her record of scholarship and the trajectory of their research program. Useful feedback is provided regarding past accomplishments and strategies for future research activity. The primary goals of these reviews are (1) to provide junior faculty with a fair and objective assessment of their progress toward promotion and tenure, and (2) to offer advice that will improve the likelihood of a successful tenure/promotion decision. A formal mechanism is also in place to evaluate the teaching of junior faculty. All junior faculty are required to have annual collegial evaluations of their teaching. A faculty member, usually a member of the Department's Collegial Evaluation and Awards Committee, examines course materials—including syllabi, handouts, overhead slides, examinations, and homework assignments—observes classroom performance, and provides feedback on ways in which their courses and teaching might be improved.

The informal mechanisms are equally important and effective for the mentoring of junior faculty. The Department maintains a mentoring system in which two senior faculty are assigned to each assistant professor. The mentors provide guidance to new faculty as they settle in. They also offer advice regarding the junior faculty members' progress toward promotion and tenure. In addition, all junior faculty are members of at least one substantive curriculum area within the department (e.g., Family and Kinship, Institutional Analysis, Deviant Behavior and Social Control). Most of the curriculum areas sponsor workshops, colloquia, and other activities designed to foster intellectual exchanges. Junior faculty are encouraged to use these opportunities to present their work in progress and, thereby, benefit from the constructive criticism of their departmental colleagues. In addition, by exposing junior faculty to the ideas, methods, theoretical orientations, and presentation styles of others within their specialty areas, these activities provide junior faculty with an opportunity for professional growth. Independent of the boundaries that define specific curriculum areas, junior faculty are encouraged to ask their more senior colleagues to read and comment upon their written work. The department seeks to create a culture in which collegial input on manuscripts and grant proposals is expected and common. This, of course, can require a significant investment of time on the part of more senior

faculty, and the department has been only partially successful in creating this desired culture. However, recently a number of junior faculty have had manuscripts accepted for publication or grant proposals funded, after revising with the input of senior colleagues.

Decisions about faculty promotion are made in line with the procedures established by the College and, where appropriate, the University. The work of faculty who are being considered for promotion is made available to all faculty at a higher rank. This includes published and unpublished papers, grant proposals, teaching evaluations and other materials related to teaching, and evidence of service. Letters evaluating the faculty member’s work, particularly their research, are sought from appropriate scholars at other institutions. Several faculty are assigned the role of producing ‘reading reports,’ which document and evaluate the candidate’s record. These are circulated before the faculty meeting at which the promotion case is to be discussed. After extensive discussion, the faculty votes on the promotion (by secret ballot). The candidate is given an opportunity to read and respond to the reading report and a summary of the faculty meeting at which the vote was taken. The reports, deliberations, and faculty votes are then summarized by the Chair and forwarded to the Dean, with the Chair offering his or her own assessment of the case.

For decisions about salaries, faculty in the Department superior in rank to those being considered meet, consider the records of those of lower rank, and make recommendations to the chair as to relative merit. Information about all the faculty being considered is distributed to the relevant faculty in advance—that is, information about assistant professors to associate and full professors, information about associate professors to full professors—and is used as an important basis for the discussion. Full professors are asked to evaluate each other’s records and to make recommendations to the Chair as to merit as well.

A persistent problem, and source of dissatisfaction, for several faculty in our department is the degree to which their salaries lag behind those for faculty of comparable rank in our peer institutions. The following table summarizes this for the three most recent time periods for which data are available. The problem has been more severe at the higher ranks, though even assistant professors in our department are paid roughly 9% less than those in our peer institutions. The evidence of very recent progress for associate professors and full professors is due almost entirely to recent hires at those ranks. Some especially egregious cases of salary inadequacy can be found among those who have been at the University of Washington for longer periods of time. For example, one of the more productive full professors in the department had a 9-month academic salary in 2001-02 that was roughly 55% of the average salary for full professors in our peer schools. Combined with the high cost of living in Seattle, and limited funds for retention efforts by the University, salary compression represents a potentially serious threat to the stability of the Department.

Table B.2 Salary Comparisons Between UW Sociology Faculty and Sociology Faculty at Peer Institutions^a, by Rank, 1999-2002

Rank	Year								
	1999-2000			2000-2001			2001-2002		
	UW	Peers	% of Peers	UW	Peers	% of Peers	UW	Peers	% of Peers
Assistant	\$ 45,705	\$ 50,064	91.3	\$ 48,040	\$ 52,131	92.2	\$ 50,247	\$ 55,150	91.1
Associate	46,628	62,725	79.1	52,090	66,484	78.3	65,040	68,333	95.2
Full	76,337	97,659	78.2	84,033	103,216	81.4	90,345	107,960	83.7

^aPeer institutions are Arizona, Illinois-Urbana, Iowa, Michigan-Ann Arbor, North Carolina-Chapel Hill, Oregon, UC-Berkeley, UCLA.

Faced with inadequate state-appropriated funds to remedy problems of low faculty salaries and limited resources, the Department has intensified its development efforts as a strategy for alleviating these problems. Toward that end, the department hired a new half-time “outreach coordinator” in 2002 to spearhead fundraising efforts and to serve as a liaison to the Department’s Advisory Board, alumni, and other potential donors. We have enjoyed some notable successes. Barbara Reskin now holds the Miyamoto Endowed Professorship, Martina Morris was awarded the Blumstein-Jordan Endowed Professorship in 2000, and Ross Matsueda received the Schrag Endowed Professor in 2001. These professorships provide their holders with an annual budget that can be used to supplement their salaries, hire graduate research assistants, or support their research programs in other ways. In addition, money raised through the “Friends of Sociology” Fund is used in a variety of ways to support the intellectual mission of the department, including helping to pay for the costs of visiting professors, small conferences, etc. The Department has set as one of its future fundraising goals the creation of two additional endowed professorships, requiring a minimum of \$250,000 each.

Departmental policy regarding retention is for the chair to consult with Executive Committee members senior in rank to the person with the outside opportunity. In the case of full professors the full professors on the Executive Committee would be consulted. The chair then decides whether to present a case for retention to the Dean of the College of Arts and Sciences

Productivity

Overall, the faculty and staff in our Department are highly productive, and this is clearly reflected in the success of the faculty’s research programs, the quality of instruction, and the stimulating intellectual life of the department. However, it is possible to identify impediments to faculty productivity. It should be noted that all of these refer to faculty productivity in the College of Arts and Sciences in general, not in Sociology in particular. Indeed, successive Chairs of the Department have done everything within their power to enhance faculty productivity, particularly that of assistant professors, who are given relatively few administrative tasks and are helped in other ways while doing the research and writing that they hope will win them tenure.

First, productivity is negatively affected by the low pay and lack of raises provided by the UW. Many faculty teach summer school far more often than they would like to, because they need the income. This cuts into their research productivity by reducing the time available for research, particularly, of course, during the summer, which is often the time of year during which the greatest amount of research takes place. Though this harms faculty at all levels, it is especially deleterious for junior faculty, who need time to launch their research careers. Second, productivity is harmed by the increasing demands of teaching associated with the UW’s financial circumstances – courses are larger, fewer teaching assistants are available, there is less staff support, etc. More time and energy must be put into undergraduate teaching, at the cost of reduced research productivity. Third, the declining availability of sabbatical support makes it more difficult for faculty to get the extended periods of time often very helpful in enabling them to complete important work. Fourth, more and more the department’s faculty are engaged in a wide variety of time consuming service activities in the department, College, or University. These activities reduce the time that faculty can devote to their research programs.

The Department has used a variety of strategies to encourage and preserve the productivity of non-faculty staff. One strategy consists of providing opportunities for additional training and skill building. Staff are directed to the many training programs available on the University of Washington campus that are appropriate for their specific roles and responsibilities within the Department. For example, staff who are heavily involved with computing hardware, software, or applications are informed of the training courses that are offered, free of charge, by the Center for Social Science Computation and Research (CSSCR) and by the office of Computing and Communications (C & C). Various staff members have taken advantage of these opportunities to obtain training in webpage design and the use of different forms of software for data management, statistical analysis, and word processing. The Department is also encouraging all staff to sign-up for the training and development courses that are offered by the University at a cost of \$100 per employee, per year. These courses provide training for staff that is necessary for their current positions, or that will prepare them to assume greater responsibilities (and, in some cases, take advantage of promotional opportunities that become available). At least two staff members also have taken advantage of the University's tuition benefit for employees. This program allows employees to enroll, without charge, in a wide variety of University courses that may be useful for professional growth development, and lead to increased efficiency.

A second strategy for enhancing staff productivity emphasizes streamlining and creating efficiencies through the development of new databases, enhancements of existing databases, and more automated methods of generating reports and information. This includes the development of a new online system for generating Faculty Annual Reports, which offers greater flexibility in compiling information that is needed by other reports required by the Department, College, or University. Another example is the increased use of the Departmental webpage for distributing information to faculty, students, and the public, as well as for making available a variety of forms.

SECTION C: RELATIONSHIPS WITH OTHER UNITS

The Sociology Department collaborates with a number of units on campus. These collaborations vary in substance, closeness, and intensity. Faculty members in Sociology are actively engaged in the activities of interdisciplinary units. Indeed, participation in interdisciplinary activities has become the rule rather than the exception. Remarkably, 26 out of 31 faculty are involved in other units, either as chairs, directors, associate directors, or affiliates. This involvement has broadened the research and teaching of faculty, increased interdisciplinary research collaborations, and strengthened ties between the department and other units. At the same time, it comes with a price, as it has drained off faculty person-hours that otherwise would be invested in purely departmental activities. In several cases, the Department has donated the teaching time of its faculty to free them to direct or chair other programs, including Morris, the CSDE Director; Howard, the Women Studies Chair; Burstein the Jewish Studies Chair; and Brines, the CRF Associate Director. In other cases, the Department has donated portions of faculty lines to other units by entering into joint appointments, including Hamilton and Chirot with the Jackson School, Hirschman with the Evans School, and Beckett with CLASS. Moreover, eight faculty in the department have joint appointments with other units, including Hancock, Morris, and Raftery with Statistics; Lavelly and Hamilton with the Jackson School; Herting with Nursing; and Beckett with Comparative Law and Society Studies (CLASS). In general, the Department has been very supportive of faculty taking on administrative positions throughout the University. In addition to those mentioned above, Chirot is Chair of the International Studies Program and Lavelly is Director of the East Asia Center, both of the Jackson School, and Raftery is Director of CSSS, Matsueda is Associate Director, and Stovel Seminar Director. In addition, Bridges is the Vice Provost for Undergraduate Education, and Paul LePore is Assistant Dean for Undergraduate Programs. Taken together, these losses of faculty commitment are taxing the department, leaving fewer faculty to carry out the fixed number of departmental tasks. These developments warrant close scrutiny.

The Department has links to three units by virtue of a faculty member's significant participation. Judy Howard is currently the chair of Women Studies, and is not teaching in Sociology during her tenure. Paul Burstein is currently chair of Jewish Studies, with a reduced teaching load in Sociology. In 2001 Charles Hirschman became 50% in the Daniel J. Evans School of Public Affairs, where he serves on a committee that is designing a doctoral program in public policy in collaboration with several social science departments (including Sociology). If developed, the new Ph.D. will allow sociology graduate students to receive a Ph.D. in sociology and public policy.

The Department is closely involved with five interdisciplinary centers and schools on campus: (1) The Center for Research on Families, (2) The Center for Studies in Demography and Ecology, (3) The Center for Statistics and the Social Sciences, (4) The Henry M. Jackson School of International Studies, and (5) the Comparative Law and Societies Study Center. We discuss in detail the participation of faculty in each of the four units.¹

¹ Sociology faculty are involved in other interdisciplinary centers or institutes as well, but an exhaustive discussion is not possible in this document. One additional center, however, deserves recognition. The Center for Conflict and Conflict Resolution, co-directed by Daniel Chirot and Resat Kasaba includes a number of affiliates from the Department of Sociology, including Paul Burstein, Robert Crutchfield, Charles Hirschman, Michael Hecter, and Steve Pfaff. This Center sponsors a variety of activities that are focused on ethnic conflict around the world.

Center for Research on Families

The Center for Research on Families promotes innovative social science research on the family and the behavior of individuals within families. The Center hosts a seminar series and organizes focused workshops intended to encourage interdisciplinary discussion and research collaboration. Julie Brines has been the Associate Director of the Center since its inception, and Becky Pettit has been a faculty affiliate. Several other Sociology faculty participate in Center activities, including seminars and workshops. Indeed, 13 of the 27 scheduled seminar speakers have been sociologists from around the country. CRF has close ties with CSDE, as most of the seminars have been jointly sponsored not only with Sociology and Economics Departments, but CSDE as well. In addition, three of the six graduate students affiliated with CRF are from Sociology. Since inception, Brines and Pettit have shared the direction of the Families, Inequality and Poverty seminar, a for-credit graduate seminar that provides an interdisciplinary forum for UW graduate students and faculty who study family processes and patterns of socioeconomic inequality. Thus far, the Center is off to a strong start, with very well-attended seminars presented by many of the nation's leading scholars of the family. The Sociology Department is committed to continuing its support of CRF.

Center for Studies in Demography and Ecology

The longest and most productive interdisciplinary initiative by the Sociology department has been the founding of the Center for Studies in Demography and Ecology (CSDE) in the late 1940s, and nurturing its development for the last half century. Although CSDE has become an independent interdisciplinary unit in recent years, its closest intellectual and social community has always been with sociology faculty and graduate students. This mutually productive arrangement is likely to continue for the foreseeable future, even with CSDE's ambitions to forge closer ties with other units on campus.

Calvin Schmid founded the Office of Population Research in 1947 (the name was changed to CSDE in 1967) as a research unit within the Department of Sociology. The fortunes of the Center have waxed and waned over the last 55 years, though they have been on the upswing for the last 15 years. With the exception of Robert Plotnick, who served as director from 1997 to 2002, all CSDE directors have been members of the sociology faculty (Schmid, Stanley Lieberman, Samuel Preston, Thomas Pullum, Charles Hirschman, Avery Guest, and current director, Martina Morris). The Center provides research facilities for graduate student training (library, computing facilities) and access to major sources of external funding from NICHD and foundations that support graduate students and research support staff. The Center has played a key role in recruiting faculty members in Sociology, including Martina Morris, Mark Handcock, and Stew Tolnay.

In 2002, CSDE was recognized as a NICHD Population Research Center with a five-year "R-24" grant. This award represents a quantum leap in the ability of CSDE to provide additional research support services on the UW campus and in the national visibility of the Center. In addition to Director Morris, CSDE faculty affiliates in Sociology include Julie Brines, Robert Crutchfield, Mark Handcock, Lowell Hargens, Jerry Herting, Charles Hirschman, William Lavelly, Ross Matsueda, Becky Pettit, Adrian Raftery, Barbara Reskin, Katherine Stovel, and Stewart Tolnay. In addition to faculty involvement, about one quarter of sociology graduate students take the

demography sequence of graduate courses and have a major or minor concentration in social demography. In any single year, perhaps 3 to 4 sociology graduate students receive direct CSDE funding, in addition to a larger number who work on projects directed by a CSDE faculty affiliate. Clearly, CSDE has served as an integral part of the Sociology Department's graduate program, serving to recruit new graduate students interested in demography, fund them once they arrive, and train them for future employment.

Historically, there has been an enormously productive and mutually beneficial relationship between the Department of Sociology and CSDE, but recently there have been incipient tensions. These tensions require wise leadership from both sides as well as from the University administration to create an atmosphere of mutual trust and cooperation. As a first step toward creating such an atmosphere, Stewart Tolnay, as Chair of Sociology and a CSDE affiliate, has initiated a series of meetings with the Director, Martina Morris, who is also a faculty member in Sociology.

Center for Statistics and the Social Sciences

The Sociology Department has an excellent working relationship with the Center for Statistics and the Social Sciences (CSSS). Founded as part of the University Initiatives Fund in 1999, CSSS has a triple mission of fostering interdisciplinary research between social scientists and statisticians, developing graduate courses in statistical methods for social science graduate students, and developing an innovative case-based undergraduate statistics sequence for social science students. The enormous early success of the Center was rewarded in a positive review in 2002, which culminated in making CSSS a permanent feature of the University. The Sociology Department has been intimately involved with all phases of CSSS from the outset. The founding Director, Adrian Raftery, has a joint appointment between Statistics and Sociology. Other sociology faculty have played leadership roles with the Center, including Ross Matsueda (Associate Director), Rob Warren (Seminar Director), and Kate Stovel (Seminar Director). CSSS has helped Sociology hire two key faculty members: Mark Handcock and Martina Morris (both core CSSS faculty), both of whom have joint appointments between Statistics and Sociology. CSSS continues to try to hire joint appointments between statistics and the social sciences, and Sociology is participating fully in the process: last year Stew Tolnay was a member of the search committee, and this year, Lowell Hargens is a member. In addition another eight sociology faculty are affiliates of CSSS, including Julie Brines, Robert Crutchfield, Jerald Herting, Michael Hechter, Charles Hirschman, Hyojoung Kim, Paul LePore, James Kitts, and Lowell Hargens.

The principal goal of CSSS is to galvanize interdisciplinary research between statistics and the social sciences. To foster such research, it uses two programs—a weekly seminar series and a seed grants program. Sociologists have made strong contributions to both. The seminar series was directed for three years by Sociology's Rob Warren, who was succeeded by Kate Stovel, also of Sociology. Seminars provide a forum for presentation of ongoing research at the cutting edge of statistics and the social sciences. Twelve seminar presentations have been made by Sociology faculty and many members of the faculty are regular attendees. In addition, graduate students from Sociology have the highest representation among graduate students, and several enroll for seminar credit every quarter. Participation in the seminar series has helped educate faculty and graduate students to cutting edge statistical advances and has helped foster interdisciplinary research collaborations, in part through the Seed Grants Program.

The Seed Grants Program, administered by Matsueda in his role as Associate Director, has awarded nine seed grants to sociology faculty, including seven to junior faculty and seven involving collaborations with other units. For example, Kate Stovel and Peter Hoff (Statistics) received a grant for their project, "Hearing about a Job: A Model of Differential Information Flow and Job Matching," which led to Stovel's recent submission of an NSF proposal. As a consequence of a CSSS seminar presentation, Barbara Reskin and Lowell Hargens teamed up with Mark Handcock to submit and receive funding for a seed grant, "Picturing Segregation: The Structure of Occupational Segregation by Sex, Race, Ethnicity, and Hispanicity." Also as a consequence of a CSSS seminar presentation, Paul LePore and Greg Ridgeway were awarded a seed grant, "Predicting Dropouts: Boosting Algorithms and the Identification of Academically At-Risk Youth." Sociology faculty and graduate students have also participated in the CSSS Working Paper Series, which disseminates research results for affiliated faculty.

CSSS's teaching mission has also helped sociology graduate students become exposed to new statistical techniques. In addition to learning from seminar presentations and from work as research assistants on CSSS research projects, graduate students in Sociology have been acquiring new statistical skills by enrolling in CSSS graduate courses. CSSS offers ten graduate courses aimed at social science graduate students and the largest contingent of enrolled students are from Sociology. Furthermore, Sociology has adopted a Ph.D. track in its graduate program, which consists of a minor in social statistics that capitalizes on CSSS course offerings. Clearly, CSSS has uplifted the methodological training of Sociology graduate students. CSSS also offers Blalock Fellowships, which are used to help recruit promising graduate students in statistics and the social sciences. Although the Fellowships are competitive among five social science departments and the Statistics Department, three Blalock Fellows are from Sociology: Jason Thomas, Rachel Kuller, and Nick Pharris-Ciurej.

CSSS also offers an undergraduate sequence in methods and social statistics. The methods course, CS&SS 320, offered by Martina Morris, is an innovative course on the evaluation of evidence. The social statistics course, CS&SS 321, offered by Mark Handcock, is a highly-successful case-based statistics course for social science majors. As the Sociology Department revamps its undergraduate program, it plans to use the 320-321 sequence as a major part of its new honor's program, as well as the new B.S. degree.

In sum, CSSS and Sociology enjoy an excellent working relationship that includes participation in faculty governance and administration, opportunities for interdisciplinary research among faculty and graduate students, and graduate and undergraduate curriculum as part of Sociology programs. CSSS is helping to lift up the quality of research, teaching, and training in statistical methodology in the Department.

The Henry M. Jackson School of International Studies

The Sociology Department has an excellent co-operative relationship with the Jackson School. Four Sociology Professors have joint appointments or major administrative responsibilities in the Jackson School. Daniel Chirof's line is entirely in JSIS, but he is a voting member of Sociology and supervises graduate work there. William Lavelly has a joint appointment and is head of the East Asia Program, one of JSIS's largest. Gary Hamilton has a joint appointment and is a major figure

in both the East Asia and Southeast Asia programs. Paul Burstein, whose line is entirely in Sociology, is the new Chair of the Jackson School's Jewish Studies Program.

Several other Sociology Professors are active participants in JSIS programs and activities. Michael Hechter has participated in the International Studies Program's conference and seminar activities and teaches some of his courses as jointly listed ones, Hyojoung Kim is an important member of the Korean Studies Program, Edgar Kiser is involved with the European Studies Program, and Charles Hirschman is one of the key players in the Southeast Asia Program. Susan Pitchford works closely with the study abroad program that includes many JSIS students.

Sociology graduate students have benefited from many grants, fellowships, TA, and RA positions funded by JSIS. Some recent examples are Jennifer Edwards who has received three years of funding from JSIS grants for her work as well as being the Honors TA for one of JSIS's introductory courses. Elif Andac has also received funding through JSIS's Mellon grant and for her work as a TA. Phuong Lan Nguyen and Puk Bussarawan Teerawichitchainan have been funded by other JSIS grants. Last year, Paul Froese, who was finishing his Ph.D. in Sociology (and has now moved to a tenure-track job at Baylor) taught one of the key required International Studies graduate courses, and the graduate students there all asked that he return to teach more courses, though of course, that isn't possible.

Such close relations have not always existed, but thanks to the efforts of the two past chairs of Sociology, Professors Charles Hirschman and Robert Crutchfield, over the past eight years, collaborative activities have increased, joint appointments have been worked out, and both departments have benefited. The relationship promises to remain very good and the new chair of Sociology, Professor Stewart Tolnay, has a good relationship with the new Director of JSIS, Professor Anand Yang.

Right now, there are few visible problems or tensions between the two departments. On the contrary, Sociology is likely to participate in at least some of the future joint appointments that JSIS wants to make in some of its understaffed area studies programs. Intellectually, even though the majority of Sociology faculty is not specifically "internationalists," many are, and many others have at least some interest in doing research abroad. Contacts developed through JSIS have been and will continue to be helpful in this respect. Sociology attracts many foreign graduate students and American graduate students interested in foreign area studies, and these all benefit from the relationship with JSIS. JSIS appreciates its good relationship with Sociology, and hopes to continue to expand it. Not only is it important to collaborate on more joint appointments, but also to expand joint research activities as the methodological rigor of Sociology and the international sophistication of JSIS can be mutually supportive.

Comparative Law and Societies Studies Center

The CLASS Center developed out of the Society and Justice Program, which was administered in the Sociology Department several years ago with George Bridges as Director, and Robert Crutchfield and Joe Weis as active participants. Since then the program was transformed to CLASS, which focuses on the study of law, justice, and human rights throughout the world. This includes socio-legal studies in comparative perspective, including comparative law and society, globalization and law, and politics and law. This change was a move away from the empirical

criminological work of Bridges, Crutchfield, and Weis to a more qualitative, humanistic, and global view of the politics of law and social control. As a consequence, the Department hired Katherine Beckett, who specializes in the politics of law and social control and uses qualitative methods in part to develop connections to CLASS. She, in turn, moved half of her position to CLASS, and has been a key faculty member in the program. Paul Burstein, a political sociologist interested in the politics of legal regulation is also affiliated with CLASS. The Center also has a burgeoning major, Law, Societies, and Justice, which uses many of the Sociology courses in crime and deviance to fulfill its requirements. Sociology also offers a minor, Law, Societies, and Justice, which parallels the LSJ major.

SECTION D: DIVERSITY

The Sociology Department has made strong efforts to be inclusive of underrepresented groups, but, of course, we can always do better. Nine of our thirty listed faculty members are women. By rank, four of them are full professors, three are associate professors, two are assistant professors, and one is a senior lecturer. Thus, 30 percent of the faculty are female. Women are 22 percent of the full professors, 60 percent of the associate professors, and 40 percent of the assistant professors. The faculty currently includes two African-Americans (one full professor and one principal lecturer), one Asian-American (a full professor), and one assistant professor who is from Korea. In the fall of 2004 we will add an African-American female assistant professor when Harris assumes a faculty position. One African-American faculty member just retired but plans to keep teaching part-time. Among our 10-person staff, eight are women, including our Administrator, Programmer, and an Advisor. Our Director of Student Services is Asian-American.

In no instance do the teaching loads and other duties of faculty members from underrepresented groups differ from those of mainstream groups in the same rank. However, because of the many and diverse demands on our staff, as well as their dedication to their jobs, most work longer hours than they are compensated for.

Our graduate student cohorts are more diverse now than they were two decades ago, although we hope to make more progress (see table D.1 below). We have made efforts to increase the diversity of our graduate student group, including making recruitment visits to Historically Black Colleges and Universities, sending letters and materials inviting applications from students whose names are on the National and Western Name Exchanges, and offering fellowships to strong minority students (we have received support from GO-MAP for this and we have used our own Blalock Minority Graduate Student Fellowship). We believe that our progress in attracting a more diverse graduate student body is due to our ability to offer financial support to outstanding students. Doing substantially better in the future will require more financial support for graduate student recruitment,

Table D.1 Diversity in Eleven Years of Entering Graduate Cohorts

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Cohort total	13	10	12	14	11	16	14	14	16	15	13
Women	5	4	7	6	7	11	11	8	9	9	10
Asian-Am	3	0	2	1	1	1	0	1	2	0	0
African-Am	2	1	0	0	1	0	0	0	2	1	1
Hispanic	0	0	0	0	1	1	2	0	0	1	2
Native Am	1	0	0	0	0	0	0	0	0	0	0
International	2	2	3	4	1	4	2	0	4	0	1

The social climate of the department is, for the most part, positive for people from

underrepresented groups. Women and minority faculty members have been and continue in leadership roles in the department. People from these groups have served as chair, associate chair, graduate program coordinator, and on the executive committee in recent years. Among faculty and graduate students there have been and currently are gays, lesbians, and bisexuals.

There have been a few unintentional stumbles, which nevertheless have been of substantial concern to some. Regarding gender, we had a circumstance of some graduate students feeling like a faculty member was not sensitive to how women were portrayed in class. In the graduate proseminar, a member of the faculty told first-year graduate students that women needed to choose between careers and children. At times minority students have reported that their points of view are not always taken seriously in seminars and that some members of the faculty appear to accord less respect to scholars of color to whom the discipline has accorded honor.

Changes in the gender composition of the department have had more of an effect on the curriculum and academic culture of the department than have changes in the racial/ethnic composition. Seminars on gender and a gender examination area have been established. Only one graduate seminar on race relations is currently offered and it has been offered infrequently with the retirement of van den Berghe and Scott. Race relations is a section of the stratification area exam; graduate students cannot take a major area exam in race relations, but they can take a minor exam. More gender and race relations course options exist for undergraduates. The University and College can help to improve the seminar options for graduate students and maintain course options in race relations for undergraduates by honoring the commitment to fill the faculty line vacated by Scott's retirement with a sociologist. Scott's position was from the American Ethnic Studies Department (AES). When he transferred to Sociology it was with the understanding that the position would revert to AES, but the position would be filled by a sociologist with a joint appointment in this department.

Our gender curriculum has lost ground since Howard became the chair of Women Studies (Reskin teaches courses in statistics, stratification, and race as well as gender.) This problem will resolve itself when Howard returns full time to the department (as well as our severe problem with our program in social psychology). Should she not return, the College should work with the Department to replace her.

SECTION E: DEGREE PROGRAMS

The Graduate Program: Background

Our graduate program offers M.A. and Ph.D. degrees. The master's degree curriculum is designed as preparation for the Ph.D., but it can also serve as good training for non-academic research. We confer the Ph.D. degree to recognize research accomplishments that presage further research contributions.

For students arriving with a bachelor's degree, our program involves two years of structured graduate coursework. During those two years, students focus on completing their course requirements and on writing a master's thesis. We aim to have students apply for advancement to the Ph.D. program in the autumn quarter of their third year. At the Ph.D. level, training is less structured and increasingly focused on the dissertation research. We expect students to complete the Ph.D. degree in an additional three to four years. A description of the graduate program curriculum is included in Appendix C.

We have reevaluated the graduate program during the past few years, and have substantially changed it to achieve five goals: (1) to provide better methodological training, (2) to strengthen the student-advisor relationship, (3) to provide more opportunities for independent research and publication early in students' academic careers, (4) to facilitate timely completion of the M.A. and Ph.D. degrees, and (5) to improve the placement of our students in competitive academic positions. These changes are recent, and it is impossible to assess their effectiveness. An important goal for the next 3-5 years will be to monitor their consequences while working to institutionalize the goals and expectations that informed them.

The Ph.D. Program

Objectives

Like sociology Ph.D. programs at other major universities, our program focuses on the development of research skills, theoretical sophistication, and substantive expertise, as reflected in the following requirements:

- Completion of a program of courses.
- Demonstration of knowledge of two subject areas in sociology.
- Successful completion of a dissertation prospectus defense.
- Completion of an approved dissertation research project, presentation of a scholarly report on its findings, and successful defense of the work in a final dissertation hearing.

Our graduate program builds on the distinctive strengths of our department, including a set of core faculty emphases and curricular offerings in methodology, deviance and criminology, demography, stratification, gender, social psychology, and institutional analysis. Although area specializations are a central organizing device within the department—especially with

respect to area examinations – the boundaries are relatively permeable for those students who seek a broad exposure to the discipline. There are also several institutionalized opportunities for interdisciplinary links through CSDE, CSSS, CLASS, the Center for Research on Families, and the Jackson School. The involvement of both students and faculty in multiple settings provides models and opportunities for syntheses across disciplinary boundaries. This is one of the distinctive strengths of the graduate experience at the UW.

Program Assessment

We rely on conventional disciplinary standards for measuring the success of our graduate program. These standards include: (a) time to degree; (b) publication profiles; (c) fellowships and awards; (d) professional involvement; and (e) academic career placement.

Time to degree

The most recent data compiled by the Graduate School is for the period 1994-1999. Over this period, the department awarded 35 Ph.D. degrees. The median registered time to degree (based on the sum of full-time and part-time quarters) ranged from a high of 6.5 years in 1994-95 to a low of 5.9 years in 1997-98; it was 6 years in 1998-99. As in most departments, our faculty struggle to find the correct balance between a timely completion of the Ph.D. and a thorough, high-quality, graduate training. When we err, it tends to be on the side of delayed degree completion. Recent changes in the graduate program should result in a shorter average time to degree.

Publications

A key objective of the Ph.D. program is to provide students with the knowledge and skills to make their own scholarly contributions. Most faculty stress to their students the importance of publishing during their graduate careers. In addition, the department organizes activities that facilitate that objective. In recent years the series of professional development workshops offered to students has included a panel discussion, including faculty and graduate student panelists, on publishing in scientific journals. The M.A. research symposium, in which students present the results of their M.A. thesis research, is designed as a prelude to revising the thesis for publication. The new, annual “Herbert C. Costner Award” for best graduate student paper provides students with a stipend for one-quarter, during which they prepare their manuscript for journal submission. Last year’s winner has already received a conditional acceptance from *Social Forces*.

Although the department does not regularly compile information on graduate student publications, an informal inventory suggests that we have been generally successful at creating a culture among graduate students that promotes scholarly publication. Furthermore, there appears to be a clear upward trajectory in the number of paper submissions and acceptances among graduate students. Ten students have joint-authored publications (mainly with faculty) in peer-reviewed journals, including five in the top three sociology journals: four at the *American Journal of Sociology*, one in the *American Sociological Review*, and one in *Social Forces*. There are also 10 co-authored papers currently under review at peer-reviewed journals, including one at the *American Sociological Review* and one at the *American Journal of Political Science*. Six students have solo-authored publications (or papers in press) in peer-reviewed journals, including one at *Social Forces* and one at the *Journal of Marriage and Family*. In addition, two current students

have solo-authored book chapters and seven have co-authored book chapters (excluding encyclopedia entries).

Some additional information is that among six of the students who secured academic positions in 2001-02, there were 4 solo-authored publications in peer-reviewed journals and 5 co-authored articles (2 of which were in *Social Forces*). One candidate also had two papers under review at *American Sociological Review* (one solo-authored and one co-authored with a faculty member) when she was on the market.

Fellowships and awards

Sociology graduate students have been quite successful in the competition for fellowships and awards. Current students Jennifer Hook (1999 cohort) and Rachel Kuller (2002 cohort) are the recipients of NSF Graduate Fellowships. Three students received honorable mention in 2002-03. One student, Andrew Cho, currently holds an ASA Minority Fellowship. Other outside fellowships awarded to current students include the Ford Foundation (2), Fulbright (2), SSRC, the Population Council, and the Mellon Foundation (2). [In the recent past, Tim Wadsworth (now at the University of New Mexico) received a Dissertation Fellowship from the National Institute of Justice.] In addition, four of our current students have received Graduate School fellowships from the University. In fact, Sociology graduate students have received more Graduate School fellowships than students from any other department. Nine other current students have received other internal fellowships and awards (such as CSDE fellowships, FLAS fellowships, and awards from CSSS

Among those students who obtained academic positions last year, one was the recipient of an NSF Dissertation Fellowship; other accomplishments among this group include awards from the SSRC, the Population Council, the Mellon Foundation, and the American Educational Research Association. These recent graduates also received a combined total of six Graduate School or other internal fellowships prior to receiving their degrees.

During the last year current graduate student Ted Welser won the 2003 Graduate Student Paper Award from the Rationality and Society section of ASA for his paper "For Love of Glory: Performance, Self-Evaluation, and Status Achievement Among Rock Climbers," and Penny Huang received the "Outstanding Graduate Student Paper Award" for the Sociology of Family Section of the ASA for her paper "The Price of Parenthood: Examining Gendered Wage Penalties for Leave Taking." Previously, in 2001, Kari Lerum won the ASA Culture Section's award for best student paper.

Professional involvement

The Department encourages graduate students to begin participating in professional meetings at an early stage in their careers. In support of this, the Department routinely commits funds from its discretionary budget to support student travel to present their work. Other support for graduate student travel has been provided by the Graduate School, as well as by donations from alumni and Advisory Board Members. Recently, the graduate students initiated an effort to raise funds to create a Graduate Student Travel Endowment. This ambitious undertaking will very soon reach its objective of \$25,000. Both graduate students and faculty have contributed generously to the endowment fund. As a result of these efforts,

current graduate students are relatively active with respect to their conference participation. Of 73 students who submitted materials for the 2003 review of graduate students, there have been at least 10 solo-authored presentations at the ASA meetings and 19 presentations at other major national and international conferences such as the annual meetings of the Population Association of America and the American Society of Criminology. In addition, 19 co-authored papers have been presented at national meetings. A substantial number of papers have also been presented at regional or other conferences (29). Importantly, most faculty do not view paper presentations as the desired “end product.” Rather, students are strongly encouraged to continue working on their papers with the goal of submitting them to an appropriate journal.

Students have also been taking advantage of opportunities to present their work in departmental workshops and seminars. Over the last three years, there have been at least 25 graduate student presentations in the Deviance Seminar; the Seminar in Institutional Analysis; the Families, Inequality and Poverty Workshop; and the Social Psychology, and CSDE workshops.

Academic career placement

As with any sociology department, our graduates are placed in a variety of academic positions. Over the years a few of our Ph.D.s have begun their careers in some of the country’s top research departments, for example Chicago and Stanford. More commonly, our graduates have gone to good research universities and colleges such as Ohio State, UC-San Diego, UC-Irvine, George Washington University, Baylor, Oregon, Purdue, and New Mexico. Others have chosen careers that emphasize teaching over research, and have been placed accordingly in places such as William and Mary, Skidmore, and the Evergreen State College. While we would like to place more of our graduates in departments at peer institutions, our sense is that our record in achieving such desirable placements does not differ from that of our peer institutions, themselves. That is, the top sociology departments are producing more Ph.D.s than can possibly be accommodated by peer schools, given their current levels of hiring.

Appendix E lists the very recent placement of Ph.D. recipients from the department. Of particular note is the very successful placement of our students in top post-doc positions in the demography area (at Michigan, University of Wisconsin-Madison, UNC-Chapel Hill, and Princeton). We are optimistic that these high-quality post-doctoral experiences for our graduates will eventually result in more academic appointments in peer institutions.

Impediments to Success

Perhaps the most significant impediment to success of the Ph.D. program relates to funding. Teaching assistantships are the main source of financial support, and the majority of our students take on heavy teaching responsibilities at the same time that they are beginning graduate study. According to University guidelines, the expectation is that students will devote an average of 20 hours per week to their appointments (in addition to taking 3 courses per quarter). Furthermore, there are limited opportunities for summer funding, especially in the first two years when students are less likely to have secured research assistantships. Practically, this means that graduate students are significantly constrained with respect to carving out time for independent project development, whether this means developing and implementing the M.A. thesis, working on publications, or completing program requirements beyond coursework.

As described elsewhere in this document, the grant portfolio held by the department's faculty has increased substantially in recent years. As a result, several students have successfully moved to research assistantships. These appointments also carry a 20-hour per-week obligation, but are often more conducive to the initiation and maintenance of an active research program. Furthermore, faculty who hire graduate research assistants from their grants are required to pay tuition and fees for their students. In some cases, this raises the cost of a graduate research assistant above the cost of a non-student employee. This is a situation that bears monitoring because it could result in reduced opportunities for research assistantships for our graduate students. Indeed, it has already had some impact on opportunities for our students. Jerry Herting's colleagues in the Nursing School have elected to hire outside of the graduate student population because of the additional costs of tuition.

As we detail below, the department has training and supervision structures in place to offset some of the difficulties that students have in balancing teaching duties with the demands of graduate study. Nonetheless, our students are at a significant disadvantage compared to those in competing sociology departments that are able to provide more fellowship opportunities, often at higher stipends, and often guaranteed for 4-5 years.

The Department has also been somewhat successful at obtaining funds from private sources to partially compensate for the limited number of fellowships available to graduate students. The Blalock Endowed Fund and the Schrag Endowed Graduate Fellowship are used to augment the stipends of first-year graduate students, with the Blalock Fund targeted for minority students. The Department has identified additional endowed graduate fellowships as one of its priorities for future fund raising efforts.

Career Preparation

The department makes every effort to prepare our students for academic careers and to keep them informed of a range of opportunities that will enhance their career prospects. Students are regularly notified by e-mail of academic opportunities (including fellowship competitions, post-doctoral positions, temporary appointments, and tenure-track positions) with full postings available in a binder in the main office. When the department learns of nonacademic positions those, too, are made available to graduate students.

The department also offers a series of Professional Development Workshops during the academic year on such topics as: Academic Publishing; Applying for Grants and Fellowships; Human Subjects Review; Developing a Teaching Portfolio; and Preparing for the Academic Job Market. Last year the department also offered two workshops organized by two graduates from our Ph.D. program who work in the private and nonprofit sectors. The first of these workshops, “Nonacademic Careers: Issues,” focused on the issues raised by leaving academic jobs for new careers. The second workshop, “Nonacademic Careers: Options,” was organized as a panel discussion with graduate alumni who have worked in city and regional government, nonprofit research institutes, education, law, social services, and the private sector. These workshops provide an important means of informing graduate students of alternatives to an academic career as well as creating links to graduate alumni who can serve as a resource in this respect. There is also a secured web site for graduate students administered by the Graduate Student Association that includes a number of professional development resources.

The department currently has no formal system for tracking the career paths and success of our graduates after they accept their first job. However, in 1999 the Graduate School conducted a survey of advisors to compile information on the career paths of Ph.D. recipients during 1989-1999. These data suggest that 80% of our Ph.D.s were in academic positions at the time of the survey, over 50% in tenure-track positions (data refer to 57 degree recipients). Close to 53% of these were in a university or college that grants the Ph.D. degree, 26% were in non-Ph.D. granting institutions, and one graduate was in tenure-track position in a community college. Those Ph.D. recipients who were not in academic positions were primarily employed in business/industry, government agencies, or were self-employed. Less than 10% of all positions were characterized as either part-time or temporary positions. Since these data are based on faculty responses, some caution in interpretation is merited. In the future, the department may want to institute regular surveys of graduates to track career trajectories.

The M.A. Program

Objectives

As noted above, the department does not offer a terminal M.A. degree and the master’s program is designed primarily as preparation for Ph.D. work. The M.A. program consists of three elements:

- Substantive training: coursework in substantive areas and social theory (including one required theory course and a minimum of five elective courses).
- Methodological training: work in social statistics and general social science methodologies (including a first-quarter required “Logic of Inquiry” course and a first year statistics and quantitative methods sequence).
- The Master’s Thesis and Defense: independent empirical research conducted under the supervision of the M.A. Committee, then defended by the student.

Program Assessment

The success of the M.A. program is generally evaluated along two dimensions. The first is whether our students are able to complete the coursework requirements and the M.A. thesis within the desired two-year time frame. The second relates to preparation for Ph.D.-level studies.

Of the 33 students who have received the M.A. degree since September 1999, ten finished within two years or in the summer following their second year. The average time to completion over this period was 7.25 quarters (not including summer quarter). This varies only slightly by cohort. The average time to M.A. for the 2000 cohort was seven quarters (with two students still due to complete the M.A. no later than Fall 2003); 7.75 quarters for the 1999 cohort (with one student still not having completed the M.A.); and seven quarters for the 1998 cohort. Given that we admit students with varying degrees of previous training in sociology, some variation in meeting this goal is to be expected. We strongly discourage students from taking 8-9 quarters to complete the M.A. and, as noted earlier, a number of the recent changes in the graduate program were made in response to this issue.

The second dimension for evaluating the M.A. program relates to how well-prepared students are for independent work toward the Ph.D. degree. As noted above, graduate students are increasingly publishing articles, and many are based on their M.A. theses, a strong indicator that students are prepared for dissertation work. Recent successes include papers, based on M.A. theses that have been accepted by *Social Forces*, *Journal of Marriage and Family*, and *Research in Community Sociology*. Furthermore, prior to advancement to the Ph.D. program, each student is evaluated by the Graduate Program Committee (based on a review of the M.A. thesis and letters provided by faculty members). The GPC then makes a recommendation to the full faculty. For the most part, students who apply for advancement are approved. In the last three years, a handful of students have elected to leave the program with a terminal master's degree and there was one instance of a student not being advanced to the Ph.D. program. Although there is variation in preparation for Ph.D. studies, on the whole the sense is that the M.A. program is serving its desired function with respect to preparation.

Career Preparation

Because of the graduate program's emphasis on the Ph.D. and preparing students for academic careers, the department does not have a structure in place for career preparation or the tracking of career options for recipients of the M.A. degree.

The B.A. Program

Objectives

The Department of Sociology's undergraduate degree is oriented toward a traditional liberal arts education, with the aim of educating majors to think in a systematic way about the relationships among individuals, groups, organizations, and societies. The undergraduate program offers students a basic introduction to sociological theory and methods, as well as grounding in one of the four substantive areas of the Department, called "Pathways" (Social Organization, Globalization & Social Change, Law, Society & Social Policy, and Individual & Society). In addition to General Education requirements, B.A. students take a total of 50 sociology credits, 10 from introductory courses, a methods course, a theory course, four options courses concentrated in one of the four areas, and two electives.

The faculty recently approved a new B.S. degree that is designed for students with a more professional orientation. It has somewhat more stringent admissions criteria and requires an additional three-course methods sequence (in lieu of electives), for a total of 55 credits. At this point, the B.S. degree has not been implemented and is awaiting formal approval by the University.

The Department recently introduced a re-configured Honors program which restores the honors thesis requirement for honors students. The program provides research opportunities to a small group of sociology majors who meet high minimum standards (3.3 average grade point in the University and 3.5 in sociology courses). The Honors program requires the same methods sequence required for the B.S., but adds the further requirement of an honors seminar where honors thesis research projects can be developed.

Measuring Success

One measure of the success of our undergraduate program is its popularity. For the most part, our undergraduate courses are rated highly by students and enrollments remain high. Figure E-1 shows total enrollment and number of enrolled majors by year over the last decade. Two observations are noteworthy. First, our total enrollments have remained fairly stable over the decade, with a recent increase. In 1993-94 total enrollment was 5,482, while in 2002-03 (the most recent year for which we have complete data) the number increased to 7,536. Second, the number of majors increased during the late 1990s and has declined since then. We had 474 majors in 1993-94 and stayed at about 500 throughout the decade, with an anomalous peak in 1998-99, followed by a consistent decline to 354 majors in 2002-03. The peak of 703 in 1998-99 coincided with a dramatic trough in number of faculty, which caused the Department to institute changes that would reduce the number of majors to a manageable level. The major change was requiring that all majors pass Sociology 220, introductory methods and statistics, with a grade of 2.0 or higher before entering the major. This change was instituted in part for pedagogical reasons: exposing majors to methods and statistics before taking upper-level substantive courses would allow faculty to teach more enriching and advanced courses. Furthermore, it would introduce students to the scientific nature of sociology, which would weed out non-serious students at an early stage. This may have contributed to a decline in majors, but there were other events that may have contributed as well.

Prior to 1999, George Bridges, Rodney Stark, and Robert Crutchfield regularly taught extremely large and popular introductory courses, which attracted students to the major early in their undergraduate careers. After 1999, these large courses were offered sporadically, as Bridges turned to administration, Crutchfield became Department Chair, and Stark moved toward retirement. Also at this time, the Department reorganized the undergraduate major into the four area “pathways” mentioned above. The aim was to improve the coherence of the curriculum for majors by requiring a set of electives that fit together under one broader, substantive theme – e.g., Globalization and Social Change. However, one possible negative side-effect may have been a fragmentation of course offerings and a shortage of courses needed to advance through the major. Also in 1999, the CLASS Center was developed and resources used to increase the number of Law, Societies, and Justice majors, many of whom were drawn away from Sociology. Finally, in 1999, in an attempt to upgrade our course offerings, the Department sharply curtailed the number of courses taught solely by graduate students—to allow them to focus on developing their research careers—which further reduced the range of available courses. We have also discovered that our majors lack any form of intellectual community, solidarity, or strong identity as a sociology major.

There is consensus in the Department that the decline in majors needs to be reversed, and that we need to offer our majors membership in an intellectual community. During the coming year, the Undergraduate Program Committee will assess the problem before embarking on a new set of reforms. The UPC will investigate how other Sociology departments organize their curricula and survey undergraduates to better understand their views of the sociology major. The UPC will consider a number of immediate steps to reverse the decline, including dropping the Soc 220 prerequisite for entry into the major and eliminating area pathways. The department is also considering the integration of a more active and intellectually engaging internship program into the undergraduate major.

The faculty is committed to providing a valuable and rigorous course of study for its undergraduate majors. The Department’s revision of the Honors program and approval of the new B.S. degree are tangible signs of that commitment. Although we recognize that the current program has problems, we view them as a challenge to come up with new arrangements that excite both the faculty and our undergraduate majors.

Undergraduate Research Opportunities

Several faculty members (e.g., Crutchfield, Hirschman, Matsueda, Reskin, and Tolnay) have ongoing projects involving undergraduate students. Some of these students earn course credit (under Sociology 499, *Independent Research*) for their participation, which ranges from administering survey questionnaires to working with data in quantitative studies to conducting archival research. Others have been hired as undergraduate research assistants. The Department is interested in expanding, even further, the research opportunities available to our undergraduate students. There has also been discussion of a regional undergraduate research symposium, including sociology undergraduates from other universities.

Career Paths for Undergraduate Majors

The Department is currently working to develop an internship program, carefully integrated into the overall curriculum, which will help students learn sociology better *and* better educate

them about their options after graduation. The Department also relies on outside resources, such as materials produced by the American Sociological Association (e.g., an 18-page booklet entitled “Careers in Sociology”). In addition, efforts are underway with the Center for Career Services to offer regular workshops tailored to sociology majors.

SECTION F. GRADUATE STUDENTS

Recruitment and Outreach

It is a sign of the reputation and quality of our graduate program that we compete annually against the top sociology departments in the country for the best graduate student prospects. Most of the applicants to our graduate program have also applied to schools like Wisconsin, Michigan, UNC-Chapel Hill, UC-Berkeley, Stanford, Harvard, and UCLA. That we sometimes prevail in this competition is testimony to our vigorous recruitment efforts, as well as to the strength of the department's faculty and graduate program.

Over the past ten years, the number of applications to the graduate program has fluctuated. For example, we had 153 applications in 2002-03, which was up from a low of 107 applications in 2001-02. In recent years, we have experienced a decline in the percentage of our offers that are accepted, dropping from around 42-44% in 1998 to 33% for the current first-year cohort. In order to retain a roughly constant size of the incoming cohort (between 15-18 students each year) our offer rate has correspondingly increased.

The academic profile of our incoming cohorts has also fluctuated somewhat over the years, but has remained consistently very strong. The most recent cohort can be used as an example of the quality of entering students. The average GRE scores of the new cohort were 620 verbal, 689 quantitative, 719 analytical. Those compare favorably with average scores for all social science students taking the GRE in 2002-03, which was 472 verbal, 537 quantitative, 552 analytical. The objective indicators (i.e., GRE scores and GPAs) of recent entering cohorts have been slightly lower than for cohorts in the past, which we attribute primarily to our effort to take a broader view of "quality" in order to achieve a more diverse student body. This reflects the Department's conscious decision to seek a diverse, qualified, group of students, rather than mechanically accept those applicants with the highest GREs and GPAs.

To compete nationally for high quality graduate students, the department takes a proactive approach to recruitment that involves the participation of the full faculty and current graduate students. Admissions decisions are made by the Graduate Program Committee and are based on a combination of objective indicators (GRE scores, GPAs) and qualitative measures such as judgments of the quality of writing samples and potential fit with department strengths. Once applicants are notified of their admission and funding offers, other faculty and students are asked to contact them by phone or e-mail. All admitted applicants are invited to the department's Recruitment Weekend, which is a two-day event geared to introducing students to the department and the university. Activities include faculty panels (involving 12-15 faculty), graduate student panels, and a program information session. Prospects are also given the opportunity to meet with faculty during office hours and to attend regularly scheduled workshops or talks, such as the Deviance Seminar, the Seminar in Institutional Analysis, and the CSDE seminar. In addition, prospective students attend the lunch and information session organized by the Graduate Opportunity and Minority Achievement Program.

Our initiatives in the last two years have enabled us to recruit several of our top candidates. In 2001-02, 4 of our top 10 candidates (3 ranked in the top 5) decided to join the department and we had close to a 50 percent acceptance rate in our second decile. Our admissions efforts in 2002-03 were comparable in that we recruited 13 of 39 students, 2 of whom were ranked in our top 5 (4 in the top 15 overall). Those students who joined our program declined other offers at such peer institutions as Harvard, Stanford, University of Wisconsin-Madison, UNC-Chapel Hill, Cornell, Northwestern, Ohio State and Penn State. Those applicants who decided to go elsewhere selected Harvard, Penn, Stanford, UC-Berkeley, UCLA, University of Wisconsin-Madison, Michigan, and Indiana University among others. Many of the competing offers received by our top candidates were as much as \$3,000-\$5,000 more per year than our offers, and did not involve any teaching obligations for at least the first 1-2 years of study. Our improved success recruiting at the very top of our ranking was due largely to being able to offer non-teaching related support in the form of research assistantships and fellowships and, in two cases, being able to provide 12 month awards for at least the first year. However, in 2002-03 two 9-month CSDE fellowships offered to admitted candidates were not accepted. Fellowships and recruitment stipends have come from the Graduate School, CSDE, CSSS and the department.

Another central aspect of our outreach and recruitment efforts relates to the identification and recruitment of applicants from historically disadvantaged backgrounds. In 2001-02, 3 of 6 admitted applicants from underrepresented groups (self-identified) accepted our offer of admission. In 2002-03 we made offers to 7 students and 4 of them joined the program in Fall 2003. The department pursues a number of efforts that we consider critical to enhancing the diversity of the applicant pool. We participate in the Western and National Name Exchange Programs (including sending personal letters from the Graduate Program Coordinator); the web page for graduate applications contains a link to the GOMAP web page; and we invite applicants to comment on how their individual experiences and/or academic interests will bring diversity to the scholarly perspectives and academic experiences of our community of scholars. Our efforts also include placing faculty members with special interest in recruiting a more diverse graduate student body on the department's admissions committee, to seek out and bring attention to strong applicants with diverse backgrounds and to assist with successfully recruiting those students who were offered admission. Our successes in attracting top minority students have clearly been linked to our ability to offer fellowships and other awards, such as the GOP RA, GO-MAP RA positions, and prestigious awards such as the Presidential Scholar Award and The Bank of America Fellowship. We also offer the Hubert M. Blalock Award (which includes a stipend of \$1,000) as a recruitment incentive to an admitted applicant who will contribute to diversifying our graduate program. We have been less successful in minority recruitment when we offer teaching assistantships, primarily because our peer institutions are able to offer fellowships.

A final issue is recruitment of international students. In the last two years the department made a total of 7 offers to international applicants but none were accepted.¹ In part this reflects a cautionary approach on the part of the GPC since international students cannot assume teaching obligations without demonstrated spoken English language proficiency.

¹ One international student who had been accepted in 2002, declined our offer and went elsewhere. He then decided to transfer to our Department and entered along with the 2003 incoming cohort.

Although we indicate in our application materials that international applicants cannot be considered for financial support without the Test of Spoken English (TSE) score, many do not submit scores. Given greater restrictions on student visas, our inability to guarantee funding (and, in one instance this year, the comparatively low level of fellowship funding offered) is making it difficult to maintain international diversity in our graduate program.

Graduate Student Retention

The following table details the pattern of retention of graduate students by cohort since 1995 (through Spring 2003):

Table F.1 Retention of Graduate Students

<u>Cohort year</u>	<u>Original cohort</u>	<u>Left with MA</u>	<u>Left w/out degree</u>	<u>Continuing</u>	<u>Ph.D. completed</u>	<u>Retention rate</u>
2002	15	0	1	14		93%
2001	16	0	0	16		100%
2000	14	4	3	7		50%
1999	14	2	1	11		79%
1998	16	3	5	6	2	50%
1997	11	5	2	3	1	36%
1996	14	2	2	8	2	71%
1995	12	1	3	0	8	67%

There is substantial variation across cohorts in the proportion of students leaving the program prior to completing the Ph.D., as well as the mix between those leaving with a “terminal” master’s degree and those leaving without earning a degree (either the M.A. or, in a few cases where a student was admitted as a post-M.A. student, the Ph.D.).

The reasons for early exit are many. In some cases, students have left to pursue an alternative career despite faculty efforts to convince them otherwise. In others, students have become discouraged about graduate study or an academic career. Since the program is structured to encourage students to make a proactive commitment to pursuing the Ph.D. after completing the M.A., a certain level of attrition at this stage is to be expected. The departure of students prior to completing any degree is of greater concern, although in many cases the decision to leave is appropriate given the student’s progress and potential. An open question is whether the department should strive to retain a majority of admitted students or if the current retention patterns represent an acceptable set of selection mechanisms with respect to the quality of the Ph.D. program.

A related issue is the retention of minority students. The department has had notable success in this respect, as reflected in the continuing progress and accomplishments of those students recruited with GO-MAP support. Since 1997, the department has been awarded five GOP Research Assistantships. Multi-quarter GO-MAP research assistantships have also been awarded to three other students in conjunction with additional RA and TA support from the department. And, since 2001, three of our incoming candidates have competed successfully for the University’s Presidential Scholar Award and the Bank of America Fellowship. With the exception of one student who went on leave after completing the M.A. degree and is unlikely to return, each of these new and continuing graduate students is making good

progress in our program.

Inclusion in Governance

Graduate students are integrated as fully as possible in the major governance committees in the department. Advanced students, elected by the Graduate Student Association and approved by the Chair, serve on the Executive Committee, the Graduate Program Committee and the Undergraduate Program Committee. Graduate students also serve on the Collegial Evaluation and Awards Committee, Development and Alumni Relations, Department Colloquium Committee, Social Committee, and the Library Committee; the graduate student Tech TA is also a member of the Computing Committee. In addition, graduate student representatives regularly attend faculty meetings and report graduate student initiatives and issues to the faculty. In recent years the Graduate Student Association (GSA) has been revitalized and there is an active core of students involved in departmental affairs. The representative to the Graduate Program Committee plays an especially critical role in admissions and recruitment, organizing outreach by students and coordinating our annual Recruitment Weekend.

Grievance Process

In 1993 the Department adopted a policy that allows the Executive Committee to assume the role of a Grievance Committee when it is warranted. Only elected members of the Executive Committee participate in the hearing of a grievance, unless complaints from staff or students are involved. In addition, the Department Student may also file grievances with the Dean of the Graduate School (as outlined in the Graduate School Memorandum No. 33; <http://www.grad.washington.edu/acad/gsmemos/gsmemo33.htm>). There have been no formal grievances filed in the last three years.

Graduate Student Service Appointments

Appointment Process

Teaching positions

Each Spring the department notifies graduate students of available teaching assistantships and special positions (Senior Teaching Associate, Tech TA, Writing Center TA, Undergraduate Student Advisor) and solicits their preferences regarding assignments for the coming academic year (information is distributed to all students and posted on the department's website). After the annual review of graduate students, the Graduate Program Committee determines eligibility for funding. Currently, students who are in the first four years of the program and making good progress are guaranteed 3 quarters of TA support for the following year. When funds are available, students beyond the fourth year who are making good progress are also offered 3 quarters of support. In some cases support is provided on a quarter-by-quarter basis for very advanced students when funds are available and graduate assistants are needed.

The Graduate Program Coordinator, the Graduate Program Assistant, and the Director of Instructional Programs make regular TA assignments (after consulting with the Chair or

Associate Chair) and the Graduate Program Assistant notifies students of their assignments no later than one month prior to the beginning of the next quarter. The exception to this process is that the incoming first year cohort is assigned to the same set of courses, normally entry-level courses that have a lower TA-student ratio (50 undergraduates per TA as opposed to 100 students). Such classes include Soc 110 (Introduction to Sociology), Soc 212 (Evolution and Revolution), Soc 240 (Introduction to Social Psychology), Soc 270 (Social Problems), and Soc 271 (Deviance).

The appointment process for special TA positions occasionally requires a more formal application, including an interview when appropriate, and selection by the Chair, Associate Chair and the Graduate Program Coordinator.

Research Positions

The department encourages individual faculty members to post research assistant openings on the department website, as required by the Graduate School. The selection and appointment process for RA positions varies across individual faculty members, as does the duration of RA appointments.

Mix of Funding

The table below summarizes the mix of funding for graduate student appointments over the past six academic years.

Table F.2 Graduate Student Funding

<u>Year</u>	<u>Total Number of Quarters of Support</u>	<u>% RA Quarters</u>	<u>% Fellowship Quarters</u>	<u>% TA + SA Quarters</u>
2002-2003	206	33	18	49
2001-2000	219	38	13	48
2000-2001	215	39	6	55
1999-2000	203	25	9	66
1998-1999	207	19	4	76
1997-1998	187	19	7	73
Notes	All TA quarters, incl. those from outside budgets; Lead TA; GSA Advisor	All RAs (# dept-funded/sponsored research projects in parentheses)	Incl. UW Grad School dissertation quarters	All TA quarters, incl. those from outside budgets, Lead TA, GSA Advisor

Since 1998-99 total support has remained fairly constant at around 200+ quarters. This stability resulted from a substantial decline in TA support that was balanced by increases in RA and fellowship support. Currently, 49% of quarterly support is in the form of TA/SA appointments, 33% of is from RA positions, and 18% is from fellowships. This is a significant change from the mix of funding five years ago, when 76% of appointments were in the form of TA/SA support, 19% from RA support, and 4% from fellowships.

Criteria for Promotions and Salary Increases

The first promotion and salary increase happens when students have completed the M.A. degree, or, for those students who enter the program with a master's degree, when they are advanced into the Ph.D. program. The second promotion and salary increase occurs when students achieve candidacy.

In addition, graduate students who have completed the M.A. requirements and take Soc 502 (Teaching Seminar) are eligible for appointment as graduate student instructors. Normally students teach their own courses during the summer session, although some graduate student instructors are assigned during the regular academic year if necessary for the undergraduate curriculum. This is a change from earlier years, when graduate students were more likely to be teaching their own courses.

Supervision and Training

Teaching Positions

First year TAs are required to attend the TA Orientation organized by the Graduate School and the Center for Instructional Development and Research (CIDR). In addition, the department holds a week-long orientation for new graduate students, which includes a number of practical sessions on teaching. As another form of support for new TAs, first year students are assigned in groups of 3-5 to courses with a Lead TA (an advanced graduate student with significant teaching experience) so that they receive regular supervision and feedback. They are also expected to meet regularly with the Senior Teaching Associate (STA), who has a supervisory and training role for all graduate student TAs and instructors (under the supervision of the Graduate Program Coordinator). The STA's responsibilities include coordinating the orientation of new graduate students at the beginning of each academic year; sharing responsibility for the Teaching Seminar (Soc 502) with the faculty member assigned to teach the course; conducting discussion sessions for graduate students who are instructing their own courses; serving as a "sounding board" for TAs who are having problems with their faculty supervisors; being available to assist graduate student TAs and instructors individually; and providing guidance to teaching assistants and instructors on how to maintain good progress in the development of research skills and the completion of degree requirements while serving in a teaching role.

During the 2002-03 year the STA organized a very informative and well-attended workshop on "Teaching Tips and Strategies." He also established a restricted teaching resources web site that includes sample syllabi, lecture notes, sample writing assignments, exercises for sociology TAs and instructors, and other materials. The web site also includes a document with information and links for new instructors (both graduate and faculty) about general logistics such as setting up course reserves, disability accommodations, course design, writing resources, university grading and academic policies, and creating course web sites. The web site also includes academic resources for graduate students (reading summaries, major exam lists, course related materials) and professional resources (sample CVs, application letters, publication and job market advice).

A final component of the department's teacher training is the Teaching Seminar (Soc 502). This seminar is for post-MA students and must be taken prior to being assigned as a graduate student instructor. Seminar participants receive extensive instruction in a variety of teaching methods. Students design a course (providing a statement of objectives, themes, topics, assignments, exams, instructional materials and classroom techniques), prepare and lead micro-teaching exercises, and tape a full class session (format of their choosing) which is discussed and evaluated by the instructor and Senior Teaching Associate.

TAs and instructors are also regularly notified of, and encouraged to attend, teaching-related events and workshops sponsored by CIDR and the Graduate School.

Research Assistantships

In preparation for research assistant appointments, students are encouraged to take Soc 429, Practicum in Data Analysis. Most students have also completed the required statistics sequence by the time they are selected for RA positions. More direct supervision and training is at the discretion of individual faculty research advisors.