



ANNUAL PROGRAM REPORT

College	CLASS
Department	Sociology
Program	Major and Minor
Reporting for Academic Year	2017-2018
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020
Department Chair	Carl Stempel
Date Submitted	12/11/18

**I. SELF-STUDY** *(suggested length of 1-3 pages)*

Five-Year Review Planning Goals

We addressed the following goals identified in the 12/13 Five-Year Plan:

1. Revise and update curriculum.
2. Continue annual assessments of PLOs and increase the usefulness of assessments for informing curricular development.
3. Increase tenure track faculty hires to meet growing major and anticipated faculty retirements.
4. Develop opportunities for community engagement for all sociology majors as we wind down the Social Services option's internship program.

**A. Progress Toward Five-Year Review Planning Goals**

1. Curriculum

- a) Preparations for implementing our new semester curriculum continued. In Spring and Summer 2018, we nearly finalized articulation between our new Capstone Project course with our Research Methods and Sociological Theory courses. We finalized common standards for Research Proposals to be completed in Research Methods and carried into Capstone Project. We also developed a draft of alternative capstone projects with examples that allow students to focus their capstone more on social theory, social analysis of internships, and other options. The rubber hits the road in 2018-2019.
- b) In response to the Chancellors edicts on general education, we identified and prepared applications for 5 courses that we will submit for approval as D4 GE. These will be submitted in Fall 2018 and hopefully approved for Fall 2019 so our majors can complete their D4 requirement in the sociology major.
- c) In response to student demand for more online courses we gained approval for an additional online course. More will be done on this in 2018-2019.
- d) We piloted two new courses for possible adoption after moving to semesters.

2. Assessment – we conducted an assessment of PLO #4 (see below).

### 3. Faculty Hires & Assignments

- a) We conducted a successful search for a new tenure track faculty member, a specialist in Social Movements, with a secondary areas in Political Sociology and Research Methods. Dr. Jean Lin began in Fall 2018 as our new Assistant Professor.
- b) We received authorization to search in 2018-19 for a tenure track faculty member specializing in Sociology of Culture to begin Fall 2019.
- c) We hired four additional lecturers in Spring and Summer 2018 to cover for the loss of three lecturers, the retirement (and FERPing) of Efren Padilla, and Pat Jennings taking a permanent position as Associate Dean of CLASS.

4. Students and Community Engagement – we continued our community engagement course (SOC 3614) that will serve as a model for similar courses in our new semester curriculum. Enrollment was down in the quarter we offered it (W18), which surprised us given how much students want internships and how much those who take it like the course. We developed a plan to increase enrollment in Spring 2019 when it will next be offered in its new semester format. The next step will be to offer it each semester through a second instructor, perhaps beginning in Fall 2019.

Over the past year we worked on important planning goals that were not addressed in our past 5-year review.

- a) We implemented rules for sociology major requirements for students moving from quarters to semesters and completed nearly 400 Individualized Advisement Plans for students going through the transition, focusing on those who completed some upper division sociology course in quarters. This was both a major effort and very important for our students because moving to semesters with 4-unit semester courses (worth 1.5 times a quarter course), involves a more complex conversion that is confusing to students.

### B. Program Changes and Needs

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

**Overview:** Our most pressing need continues to be building up tenure track faculty. Our most important goal is improving the success of our majors in terms of graduation rates, and improving writing and analytical skills so more of our graduates are prepared for high skill employment and graduate programs. We made important progress towards these goals, although building up tenure track faculty has been and will continue to be hampered by faculty retirements.

**Curriculum:** Our most important program change in 2016-2017 was winding down our Social Services option. In 2017-2018 we focused on increasing curriculum-based and extra-curricular opportunities for community engagement for all sociology majors. Our 2016-2017 assessment focused on the former and we assessed on the same PLO (#4) from a different angle in 2017-2018 (see below). In addition, in 2017-2018 we nearly completed developing a sustainable and enriching capstone course that will begin in Spring 2019. Our next report will discuss our experiences with our first capstone courses and ways we can improve it.

**Students:** The number of Sociology majors increased modestly between Fall 2016 and Fall 2017 (614 to 634). A longer view shows that from Fall 2010 to Fall 2017 we more than doubled our number of majors (314 to 634). In the past, growth and shortage of tenure track faculty contributed to us suspending and then ending our Sociology MA program. More recently, we have severely curtailed our upper division GE (D4) offerings for non-sociology majors by limiting the number of D4 courses offered and allowing only sociology majors to register in sociology D4 courses during the first pass of registration. Moving into semesters we virtually eliminated our D4, but then in Fall 2017 we learned that the Chancellor mandated allowing GE to count towards the major. Because of conversion there was a moratorium on new course changes, so in 2018-2019 we will attempt to add five courses to D4 while continuing to restrict enrollment in those courses to primarily sociology majors.

We had a much heavier advising workload in 2017-2018 in preparation for semester conversion. In particular, we met with students and completed nearly 400 Individualized Advisement Plans for sociology majors who began in quarters and will finish in semesters. At in-person meetings we explained changes in the major and how we would calculate their remaining courses in semesters. We followed up with an email summarizing their remaining courses, detailed in a pdf for them to save. Our Faculty Advising Fellow (Professor Ivester) led this effort in Winter 2018. The department chair devoted much of his release time in spring 2018 on this effort. We understand that Fall 2018 will entail another heavy advising lift. Because of his experience organizing and working on the IAP program, the chair plans to serve as FAF in Fall 2018. In summary, the *FAF program has helped us greatly* and we expect it to help even more this fall. We look forward to things settling down so the FAF can develop a sustainable system of monitoring and reaching out to majors who are not making progress towards their degree, learn more about the obstacles they are facing, and get them in touch with services and resources that may help them get back on track.

**Faculty:** In 2017-18, we carried out a successful tenure track search, adding Dr. Jean Lin beginning in Fall 2018. In addition, we were awarded another search for 2018-19 to hire a specialist in Sociology of Culture. However, due to retirements and a senior faculty member moving to administration, our number of tenure line faculty remained flat and our number of lecturers grew. While our number of majors doubled between 2010 and 2017, we had 8 tenure track faculty in Fall 2010 and 7 in Fall 2017.

Our faculty continued a high level of university service, especially in the areas of increasing campus diversity and developing a curriculum and services that serves a diverse student body. Here are a few highlights of our faculty activities and awards for 2017-2018:

Duke Austin was awarded a CSUEB Enhanced Course Learning Grant (\$6,800). Funds are used to support the (1) Immigration High School Visit where Oakland International High School and San Francisco International High School student visit the East Bay campus and are mentored by students his Soc of Immigration course. (2) Environmental Justice Field Trip in his Environmental Sociology course (3) Community Engagement Showcase where students do poster presentations on their community engagement experiences at community-based organizations.

Duke Austin served on the Diversity and Social Justice Pedagogy Faculty Learning Community

Natalie Ingraham received a Faculty Support Grant (\$4800) for her project: “Exploring the increase of transgender health care in family planning clinics in the United States”

Emilia Ianeva served on the interdisciplinary Faculty Learning Community (FLC) for the "Sustainability Overlay." They developed a bibliography and assessment strategy, and revised their own syllabi. Based on this she was invited to participate in a 2018-2019 FLC to develop the ILO Sustainability Rubric.

Will Johnson hosted a delegation of three German professors whose visit was financed by the German government. They visited him to learn more about his risk assessment research and how they might adapt it to German social services.

Carl Stempel led research on the economic integration of Afghan refugees in the U.S., contracted by United Nations University, World Institute for Development Economics Research, as part of a comparative study on Afghan and Vietnamese refugee economic integration in four developed countries.

**Staff:** Administrative Coordinator, Sylvia Musson, continues to be the backbone and soul of our department, and an outstanding mentor and colleague of other staff and faculty in Meiklejohn Hall. In Spring and Summer 2018 she filled in at the CLASS office while continuing to run sociology. For ethical reasons we have given up on trying to clone her, but plan to nominate her for the Vivian Cunniffe Award for outstanding staff member – much deserved.

**Resources:** With the addition of offices on the fourth floor of Meiklejohn Hall, we have been able to reduce office overcrowding. At the top of our department’s current needs is a site license for qualitative data analysis software for teaching qualitative methods and research projects and adding audio-video to our conference room (MI 3064), making it a smart classroom.

**Assessment:** We conducted an assessment of PLO/ILO #4 (see below).

## SUMMARY OF ASSESSMENT

### C. Program Learning Outcomes (PLO)

Our PLOs are one to one aligned with the ILOs.

PLO1: Students will be able to evaluate the adequacy of sociological analyses by identifying and critically assessing their 1) analytical framework, 2) data collection techniques, 3) sampling techniques, and 4) data analyses used in empirical research projects. (ILO 1)

PLO 2: Students will be able to effectively communicate, orally and in writing, in educated, open-minded dialogue on diverse sociocultural beliefs, perspectives, and norms. (ILO 2)

PLO 3: Students will be able to demonstrate knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged. (ILO 3)

PLO 4: Students will be able work collaboratively in diverse groups, understand the value of civic engagement, and, when appropriate to their educational path, successfully engage in community service. (ILO 4)

PLO 5: Students will be able to demonstrate knowledge of local, national, and global policies and practices that contribute to environmental degradation; the unequal distribution of the

consequences of environmental degradation; and strategies for developing sustainable alternatives. (ILO 5)

PLO 6: Students will be able to critically read, interpret, and synthesize abstract sociological arguments and theories, and use sociological theories and models to develop research questions. (ILO 6)

#### **D. Program Learning Outcome(S) Assessed**

Between 2011 and 2016 Sociology has revised its PLOs to directly align with CSUEB ILOs and then set out to assess a different PLO/ILO each year, often using an embedded assessment of a key assignment in relevant course(s). In 2017-2018 we decided that we needed further assessment of PLO 4 and we expect to stay on PLO 4 in 2018-2019. Here is a list of recent assessments conducted:

- 2011-12: PLO/ILO 1 was assessed in Research Methods courses by developing and applying a rubric to an aligned course assignment.
- 2012-13: PLO/ILO 6 was assessed in Sociological Theory courses, using an instrument to assess knowledge of basic theoretical concepts.
- 2013-14: PLO/ILO 4 was assessed through a survey of Field Instructors for students placed in internships at community agencies and public school.
- 2013-14 PLO/ILO 3 was assessed for Social Services option students only, through the fieldwork course.
- 2014-15 PLO/ILO 3 was assessed by developing and applying a rubric to an aligned course assignment in a Sociology of Race and Ethnic Relations course.
- 2015-16 PLO/ILO 3 was assessed as part of a campus-wide assessment of ILO 3.
- 2015-16 PLO/ILO 5 was assessed by developing and applying a rubric to an aligned course assignment in an Environment Sociology course.
- 2016-2017 PLO/ILO 4 was assessed by evaluating student journals in an Immigrant Community Engagement course.
- 2017-2018 PLO/ILO 4 was assessed through a survey of 166 sociology majors.

#### **E. Summary of 2016-2017 Assessment Process**

##### **PLO/ILO ASSESSED**

PLO 4: Students will be able work collaboratively in diverse groups, understand the value of civic engagement, and, when appropriate to their educational path, successfully engage in community service. (ILO 4)

##### **INTRODUCTION**

Closing the Social Service Option and the associated internship program two years ago was a major change in sociology. While the two-quarter internship provided wonderful opportunities for about 1/3 of sociology majors, our intention is to strengthen internship and community engagement opportunities for all sociology majors. Thus, rebuilding internship opportunities and community engagement is a central unmet goal which we are continuing to devote assessment resources towards.

An important part of our effort to meet PLO 4 entails creating a culture of civic and political engagement throughout our curriculum and when advising students. Regarding the former, Professor Austin developed the Community Engagement course, assessed last year, which provides service learning opportunities for students in the course, some of whom continue at the

organizations they are placed after the term. A next step there will be to offer the Community Engagement course during both semesters. In addition, we recently added Social Movements and Political Sociology courses. Our Social Policy course continues to emphasize how politics shapes the policies and practices social service agencies are enabled and constrained by. However, our lecturer who taught Social Policy got a tenure track position at CSU Fullerton and our tenure track faculty member with expertise in Social Policy is retiring at the end of 2018-2019. Our new Social Movements specialist has plans for developing a course on non-profit organizations. Many of our other courses address social problems and explore what social policies and political actions which would best address them.

When advising sociology majors, faculty work to connect students to campus-wide resources such as the Center for Community Engagement and the Internship office. We also mentor students about finding internships in their local communities, building on their interests and past experiences.

In this context we wanted to see if our efforts at creating a culture of civic engagement was effective. Our primary question was does advancing in the sociology major correlate with increasing civic engagement. This can be divided into two parts: 1. Is advancing in the sociology major positively associated with more volunteering in service organizations or employment in social services?; 2. Is advancing in the sociology major positively associated with greater political engagement?

Carl Stempel, Michael Levesque, and students in Michael Levesque's research methods course conducted and analyzed a structured survey about civic engagement of 166 sociology majors, most in their junior and senior years. All sociology majors were emailed several times with a request to participate. Civic and political engagement were operationalized as: volunteering in service organizations such as schools, places of worship, political organizations, and community or neighborhood organization; doing paid work in social services; registering to vote; voting; engaging in various other forms of political action; paying regular attention to news on politics; and having a stronger sense of political efficacy. They operationalized advancing in the sociology major as moving from junior to senior class standing, which is strongly correlated with number of sociology courses completed.

### **Main Findings:**

*1. Is advancing in the sociology major positively associated with more volunteering in service organizations or employment in social services?*

Because most of our majors are transfers, the main divide is between juniors and seniors. Thus, the findings reported here compare two groups: freshmen through junior (hereinafter "juniors") and seniors. (We compared differences by class standing to differences by number of sociology courses completed with very similar results and report only the former.) Reported figures are statistically significant at .05 or better unless noted.

Senior sociology majors volunteer in service organizations at a significantly higher rate than juniors, with 74% of seniors and 47% of juniors volunteering in a service organization in the past 12 months. Of those who do volunteer, seniors averaged volunteering more times than juniors, but this relationship is not statistically significant. Likewise, seniors work for pay in a social services job more than juniors (49% to 37%), but this relationship is not statistically significant.

*2. Is advancing in the sociology major positively associated with greater political involvement?*

Sociology majors reported high rates of voter registration (92%) and there is little difference between juniors and seniors. Of those registered to vote, 89% reported voting in the 2016 election, also quite high by U.S. standards. Seniors were slightly more likely to vote, but this relationship

was not statistically significant. In terms of political efficacy, in response to the question “How much can people like you affect what the government does?,” 44% reported the two highest levels of political efficacy (“quite a bit” or “a great deal”) with little difference between juniors and seniors. We also asked about 12 other types of political action ranging from signing an online petition to retweeting political messages/videos to joining a political protest to working on a political campaign. We found no statistically significant differences between seniors and junior in any of these political actions. Here are some important findings on political activity among sociology majors:

- 75% forwarded, retweeted or posted someone else’s article, blog or video about a political issue or candidate.
- 74% signed a paper petition
- 64% signed an e-mail, Facebook, or other online petition
- 52% sent a message on Facebook or Twitter about a political issue or candidate
- 50% joined in a protest march, rally, or demonstration
- 48% commented on a news story or blog you read online about a political issue or candidate
- 32% contacted or tried to contact a member of the U.S. Congress or California State Legislature
- 30% gave or raised money to support a political candidate, political party, ballot measure or an organization concerned with a political issue
- 13% worked on a political campaign for a candidate, party, or ballot measure

Overall sociology majors have relatively high rates of political participation. By comparison, according to American National Election Studies data from the 2016 election, among U.S. adults only 3% joined a protest, 24% signed a petition of any type, and 34% sent a message on Facebook or Twitter about a political issue. All of these are considerably lower than the rates for sociology majors. Limiting ANES data to adults ages 18-34, those figures are 6%, 26%, and 44% respectively, still below rates of participation by sociology majors.

To capture regular interest in politics we asked sociology majors how much they paid attention to news on politics. Seniors were considerably more likely than juniors to follow political news. Sixty-three percent of seniors but only 41% of juniors reported paying “a fair amount” or “a great deal” of attention to news about politics.

In summary: We found evidence supporting affirmative answers to our questions of whether advancing in the sociology major fosters more volunteering in service organizations and greater political involvement. Sociology seniors volunteer in service organizations at significantly higher rates than sociology juniors. It is noteworthy that this pattern exists *after* we ended our internship program and shifted to counseling students to find internships and community engagement opportunities through campus-wide resources and their personal networks. In addition, sociology seniors follow news about politics at significantly higher rates than juniors. Of course, confounding factors or sampling errors may explain these differences, but this evidence supports a conclusion that our efforts to foster a culture of civic engagement has had some success.

For most forms of political activity we found no differences between juniors and seniors. However, we also found that compared to U.S. adults and U.S. adults ages 18-34, CSUEB sociology majors have higher rates of political activity. One interpretation of the combined

findings on political engagement is that our major selects for people who are more politically active and that working through the major deepens that engagement by fostering regularly following political news.

Finally, thus far we have treated political engagement and volunteering for service organizations separately. Yet our profession and department seeks to foster a model of civic engagement which combines engagement in both organized politics and civil society. It is noteworthy that among our students the two are strongly linked. Level of attention to political news is strongly associated with volunteering for a service organization. Only 22% of students with the lowest level of attention to political news volunteer for a service organization, while 84% of those with the highest level of attention to political news are volunteers. Thus, as one moves through our major, increases in volunteering and paying attention to politics go hand in hand.

### **Recommendations for Program Improvement:**

We believe the findings encourage us to continue and deepen our multi-pronged efforts to foster civic and political engagement. We must to continue improving on various fronts: expanding offerings of the Community Engagement course, increasing offerings of courses focusing on politics and social policy, improving efforts to connect students to campus internship resources, supporting the development of those campus-wide internship resources, and, through more regular advising and our new Professional Development course, helping students develop confidence and strategies for finding high quality internships and jobs in service organizations, political organizations, and government agencies.

### **Next Step(s) for Closing the Loop:**

We need to make progress on all of the above fronts. Our immediate next steps will be to strengthen communication with students about campus resources connecting students with opportunities for internships, community engagement, and jobs in service organizations, political organizations, and government agencies.

### **Assessment Plans for Next Year**

We are not ready to leave PLO #4. Our current plan is to analyze the Levesque-Stempel survey on civic engagement in greater detail and then follow up with a study (survey or qualitative) focusing on learning more about students' experiences searching for good volunteering opportunities, internships, and jobs in community, political, social service, and governmental organizations. We especially want to learn more about students' experiences getting guidance and leads from on-campus resources, students' interests in forming non-profit organizations, students' experiences working or volunteering in political organizations, and to interview students who have had both positive and negative experiences with internships in order to share their experiences with other students.

## **II. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

### **A. Discussion of Trends & Reflections**

#### **Notable Trends: (see Figures 1-4 in Appendix A)**

*Our number of majors continues to grow, as does the share of our resources devoted to serving SOC majors. CAPR data shows that our total FTES increased by 3% from Fall 2016 (398) to Fall 2017 (410). Over the four-year span of Fall 2013 to Fall 2017, our FTES grew 22% (335 to 410). Further, during that four-year span our Major FTES grew 29% (212 to 273), while our GE FTES grew 11% (124 to 137). Most of the GE FTES is from offering Introduction to Sociology, indicating that a very high proportion of upper division FTES is*

devoted to SOC majors. We look forward to a time when we are able to return to providing upper division GE offerings for all CSUEB students.

Whether measured by head count or FTEF, *our proportion of tenure track to lecturer faculty declined between 2013 and 2017*. Thus, our increasing FTES has been covered primarily by growing our lecturer faculty. Between 2013 and 2017 our lecturer faculty head count increased from 8 to 11) and, more importantly, lecturer FTEF grew by 71% (4.0 to 6.89). Our head count for tenure track faculty decreased from 9 to 7 and their FTEF decreased 14% from 8.2 to 7.0. Another way to see this trend of greater reliance on lecturers is that in Fall 2013, 48% of our FTES was taught by lecturers (160.5/335.4). By Fall 2017, this had increased to 63% of our FTES being taught by lecturers (259.2/409.9).

Our Instructional SFR dipped slightly from 31.2 in Fall 2016 to 30.7 in Fall 2017. However, SFRs increased considerably more from Winter 2017 to Winter 2018 (28.3 to 30.9) and Spring 2017 to Spring 2018 (29.4 to 31.2). Thus, overall our SFR increased in 2017-2018.

In summary, our SFR continues to be strong; our FTES is growing, especially among our majors; and the proportion of teaching done by lecturers is increasing. These trends illustrate our continuing need to hire additional tenure track faculty in order to meet the teaching and advising needs of our growing major.

### **Reflections on Trends and Program Statistics:**

The Sociology major is continuing to grow, as is the proportion of teaching done by lecturers. The latter trend continues despite several recent tenure track hires. We are already in a deep hole, but we need more tenure track hires in order to prevent even further decline. We are delighted that we are currently conducting a search for a Sociology of Culture specialist to begin in 2019-20. However, one senior faculty member plans to retire after Spring 2019 and another who plans to retire after Spring 2020.

We are pleased with our SFR levels, which increased slightly in 2017-2018, but are still a little above our target of 30.0. We hope to keep our SFR around 30 or 31.

## **B. Request for Resources**

### **1. Request for Tenure-Track Hires**

*Area of specialization:* Sociology of Mental Health

*Secondary areas:* Social Policy, Religion, or Science and Technology.

*Must also teach:* research methods and/or sociological theory.

Rank at hire:  Assistant professor     Associate professor    q Full professor

Tenure status at hire:  Probationary (untenured)    q Tenured

Starting date: August, 2020

#### **Assistant Professor of Sociology of Mental Health:**

We are currently conducting two searches for TT positions that will begin in Fall 2019. One is for a sociology of culture specialist who will also have expertise in one of the following areas: religion, immigration, refugees, media, politics, science, work, economy, music, sport, health, and mental health. We can now say that it is likely the sociology of culture specialist will have expertise in sociology of media and possibly music. Our other TT search is for an online teaching specialist who has expertise in one of three areas: social policy, religion, or science and technology. We cannot predict which of these three areas will be filled. Because of this uncertainty we are requesting a specialist in sociology of mental health. We currently have no one to teach sociology of mental health. It is an important area in Sociology as evidenced by the strong

and growing Sociology of Mental Health section in the American Sociological Association and the ASA publication *Society and Mental Health*.

A specialist in mental health will build on our current strengths in medical sociology and help prepare students for careers in health and mental health related fields, including social work, education, public health, community advocacy, and health services. These are occupations that many of our majors are pursuing. This position will also strengthen the sociology department and the university's emphasis on diversity and social justice by helping students think critically and sociologically about a range of issues covered in Mental Health courses, including:

- the medicalization and normalization of deviant behavior;
- the depth of social stigma faced by people with mental illnesses,
- mental health consequences of economic and social marginalization.
- sociological understandings of addiction.

Sociology continues to be in a period of replacing tenure track faculty who are retiring/FERPing or moving to administration. We need more tenure track faculty to meet the needs of our expanding major. Our self-study makes it clear that our number of tenure track faculty has not kept pace with our growth. From Fall 2010 to Fall 2017 we more than doubled our number of majors (314 to 634). In fall 2019, *assuming both of our current searches are successful*, we will have eight tenure track faculty, the same number we had in 2010 with half the majors. Regular, high quality advising is associated with student success and closing achievement gaps. Sociology needs more tenure-line faculty to meet our growing advising needs. This is all the more the case because our majors are disproportionately African Americans and Latinx.

- African Americans make up 10% of CSUEB students. Sociology majors are 21% African American.
- Latinx students make up 36% of CSUEB students. Sociology majors are 46% Latinx.

Despite our strong commitments to our majors, we have difficulty providing the ongoing advising that many of our majors need. Adding to our tenure-line faculty will continue to close this service gap. In addition, through our recent hires, we have hired diverse faculty highly skilled at teaching diverse and less prepared students. We will continue this trend with our proposed hire.

## 2. Request for Other Resources

- a) Sociology needs a site license for a qualitative data analysis software (preferably NVivo) that we can teach in our methods courses and use in our research. Our campus has SPSS and SAS quantitative data analysis, but a search through IT services and ORSP found no available qualitative data analysis software. Faculty in other fields (e.g. Communications, Anthropology, Political Science, Human Development, Geography, Marketing, Environmental Studies, etc.) may also benefit from access to qualitative software for use in methods classes and research.
- b) The sociology conference room (MI 3064) needs smart classroom equipment. We no longer use our conference room for most department meetings, campus visits by tenure track candidates, and department committee meetings because powerpoints, reviewing websites, demonstrating software, and other audio-visual presentations are routine features of such meetings.