TO: Kathleen Rountree, Dean CLASS

From: Patricia Jennings, Chair
Department of Sociology and Social Services

Date: May 9, 2012

SUBJECT: SOCIOLOGY AND SOCIAL SERVICES ANNUAL REVIEW REPORT

1. Brief Self Study

A number of objectives were articulated in our 2007 Five-Year Review. The objectives stated in the Vision Statement (see Appendix A) from our Five-Year Review remain essentially the same with some minor modifications. The three most pressing objectives identified by CAPR (see Appendix B) were discussed in our 2010/11 review. We update our progress in each of our three areas since our last review.

Objective 1. To strengthen the department’s teaching and research

Teaching:

Sociology continues to have a high SCU target (see Appendix C). A recent memo from Jim Oktusu indicates that Sociology ranked fifth in SCU contributions to CLASS. We have made marked improvement in meeting both our SCU target and raising our SFR. For instance, we were at 99% of our SCU target of 4,195 at Winter 2012 census, and we are currently at 108% of our spring SCU target of 4258. Our SFR figures increased from 30.57 in fall 2011 to 33 in winter 2012. This increase can be attributed to the introduction of a mega section in winter 2012, a practice we plan to continue, and to our willingness to raise class caps on some, but not all, courses. Our goal is to balance the call for higher SFRs against the need to retain academic quality. Although we are willing to offer a mega section each quarter and to raise caps in some courses, we must continue to offer courses with caps that facilitate writing without adding to what is already an unreasonable workload.

The number of majors in fall 2011 (n=343) is slightly higher than fall 2010 (n=329) (see Appendix D). As usual, this figure should be interpreted with caution. Our records suggest that the number of majors is closer to 400. Note that this figure includes students who have filed for graduation. Institutional data show that 149 sociology students graduated with a BA in 2010/11
(see Appendix D). Data for the number of current minors is not available. The number of majors who have selected the Social Service Option is not available. However, enrollment figures in the fall Social Work Theories and Methods course (Soc 4716) coupled with enrollment in the spring internship course (Soc 4718) gives us a rough estimate of 98 to 100 students who have selected the Social Service Option.

As stated in our last review, difficulties staffing the graduate program forced us to suspend new admissions for a two-year period. We requested and were granted an additional year on admissions suspension. We continue to use this time to move students through the program. Three students were formally enrolled (they were still taking thesis courses) in fall 2011. Eight students (some are still working on the capstone project even though they finished thesis courses) are currently working on the completion of their thesis or comprehensive exam. Institutional data show that 8 students completed their MA degree in 2010/11, and our records show that 4 additional students completed their MA between summer 2011 and winter 2012. As stated in our last review, we have taken the time to revise the capstone option and course curriculum. If we reinstate the program, a streamlined capstone experience (we plan to move to a comprehensive exam) will allow us to offer the MA without compromising the quality of the program. If we are granted a new search in the 2012/2013, we will revisit the status of our graduate program. We are deeply concerned about the loss of our MA program given that many of the graduates who moved from our program into a PhD program or a professional career are from diverse class, race and ethnic backgrounds.

Former Provost Mahoney’s comment on Five-Year Review:

While the number of majors remains steady, the number of regular faculty remains low. As pointed out in the Five Year Review, the number of regular faculty decreased from 12 in 2001 to 7 (with 1 of the 7 in FERP status) in 2008. The number of regular faculty remains at 7 with 2 of the 7 now in FERP status. One of the faculty members in FERP status will fully retire next year. We rely heavily upon lecturers to meet our teaching needs. We currently have 5, 12.12 entitled lecturers (3 at .80 and 1 at .267). One entitled lecturer, who is at a 1.0, is currently on leave. We have three 12.3 entitled lecturers all at .267 and 1 quarter lecturer at .267. One of our .80 entitled lecturers plans to retire at the end of the fall quarter.

At our 2008 MOU meeting, Provost Mahoney recommended that some of our entitled lecturer appointments be increased to 1.0 as a way to meet the heavy advising load generated from the low number of regular faculty (see Appendix B). This situation remains unchanged given that the budget crisis has worsened since our last review. We believe that our capacity to continue to operate a quality program necessitates the implementation of Provost Mahoney’s proposal.

Research:
Members of the faculty continue to engage in high quality scholarly work. Carl Stempel is currently revising an article that received a “revise and re-submit” from a peer reviewed journal, and he has another article under review. Since our last review, Professor Stempel spoke at the interdisciplinary, international Education Week Speaker Series at UC Davis. Will Johnson has a paper currently under review in a peer reviewed journal. Will Johnson, Holly Vugia, and Patricia Jennings presented scholarly papers at professional conferences. Benjamin Bowser’s book, *Gangster Rap and its Social Consequences*, is now in print. Since our last report, Prof Bowser published another book where he serves as co-editor. This edited volume emerged after he presented and participated in a UNESCO and Tubman Institute workshop on Teaching of African History.

Objective 2. Increase the department’s teaching and research capacity

Since our last review, we submitted a position description for Race & Ethnic Relations along with a five-year plan for new T-T hires (see Appendix E). We were selected for the final list of departments in need of a T-T hire in 2011/2012. However, we did not make the final cut. We are 6th on the list for the 2012/2013 T-T hires, but, at this time, we have no information on the number of T-T searches that will go forward.

CAPRs Comments on TT-hire recruitment plan:

In 2008 CPAR noted that we lacked a TT-hire recruitment plan beyond our request for a global studies position and recommended that we develop a clear hiring plan by anticipating future attrition (see Appendix B). Since we will lose a key faculty member who teaches race and ethnic relations to retirement in the very near future, we revised our priorities. We now hope to recruit a specialist with a primary area in race and a secondary area of concentration in globalization (see Appendix E). As stated above, we now have a Five-Year Plan for T-T hires (see Appendix E). Our ability to hire faculty who specialize in Race and Ethnic Relations, Globalization, Criminology, and/or Sociology of Education will enhance our ability to stay current in the discipline. While 4 new hires would brings us closer to our 2001 level of 12 T-T faculty, we would be surprised to be granted more than 1 hire in the coming years. So, we limp along with few resources, and we try to devise creative ways to maintain a modicum of currency and variety in our course offerings. For example, several members of the faculty have utilized Special Topics (Soc 3999) to introduce new content areas to students. Since our last review we have used Soc 3999 to two electives, Sex Trafficking and Sociology of Sports. Enrollment figures indicate that students were attracted to both of these course offerings.

CAPR noted that the Sociology Program should work out a fully developed, clear and specific five-year plan in collaboration with all of the members of the department. Paradoxically, CAPR also noted that the low number of faculty makes this task difficult to accomplish. The
development of our Five Year Hiring Plan helped us to focus on long range departmental goals. Despite a heavy workload, faculty continue to make major improvements to our department. For instance, in the past year we revised curriculum; wrote guidelines and revised our periodic evaluation policy; and implemented a student/faculty social event that is held each quarter. This event helps us to build a stronger sense of community between students and faculty. We completed an assessment of SLOs in Sociological Research Methods II, and we developed an SLO instrument to assess Sociological Theory. Our Five-Year Hiring Plan coupled with other the above mentioned improvements have moved us much closer to CAPRs recommendations. However, we find that the ongoing erosion of funding for instruction forces us to constantly shift our priorities and adapt to change. Developing long term goals can be a waste of precious time given that we will probably remain in a budget crisis into the foreseeable future.

Objective 3. Serve communities beyond the university at the local, national and international levels

Sociology and Social Service faculty continue to serve local, regional and international communities and organizations. Professor Padilla remains an urban planning consultant to the Governor of Davao Oriental, Philippines and to the CEO and President of Clark Freeport Zone, Philippines. This faculty member also continues to serve as a syndicated blogger for a major news outlet in the Philippines. Professor Vugia retains her extensive link to the local community through her role as Supervisor of the Social Service Internship Program. She currently supervises internships at 14 different agencies. Not only does our internship program build links to community-based agencies, it provides students with the opportunity to develop job related skills. Professor Johnson serves the local Hayward community through his role as a Board member at large for Eden Youth and Family Center, and he continues to serve on campus committees at the Concord campus. Professor Stempel still serves the local Afghan community through his role as a consultant to the Afghan Coalition, and he continues his work with other researchers and community stakeholders (i.e., UC Davis, Columbia, and UC Berkeley) who are working to develop a research grant that will focus on the Afghan community. Professors Stempel and Jennings continue to serve on the CSU-wide Social Science Research and Instructional Council (SSRIC). The SSRIC plays a key role in providing access to major data sets (e.g., Census data, GSS data) and statistical software (i.e., SPSS) for all member campuses. Professor Stempel also serves on the Committee on Research and on the Senate. Professor Jennings continues to serve on the Board of Alliance for a Humane Biotechnology (AHB), and, since the last review, co-authored an article with two AHB board members which was published in Gene Watch.

3. Data
Attached (see Appendix C) are the most recent data on departmental FTES, FTEF and SFRs available. This data is supplemented with more recent data on SCUs and SFRs from Associate Dean Okutsu (see Appendix C). Student data is contained in Appendix D.

Appendix A
Vision Statement from 2008 Five-Year Review
IV. Department of Sociology and Social Services, Strategic Plan, 2006-2011

A. Vision

Through excellence in teaching, research, and community engagement, the Department of Sociology and Social Services promotes understanding and explanation about global citizens and sustainable civil societies. As sociologists we promote such understanding and explanation by advancing knowledge of, and an engagement with, the social world, focusing especially upon social processes involving inequality, justice, and change.

B. Principles:

As a Department our guiding tenets include:

1. Fostering a dynamic intellectual environment predicated on the pursuit of equity and mutual respect.

2. Embracing diversity in scholarship, especially in contested perspectives on global citizens and sustainable civil societies.

3. Fostering the development of a sociological imagination among students.

4. Generating, challenging, and communicating knowledge through theoretical, methodological, and substantive contributions.

5. Promoting the intersections between Sociology, Social Services and other fields in ways that are interdisciplinary and/or multidisciplinary.

6. Encouraging sociological contributions to capacity building, policy engagement, and social practice.
C. **Strategic Milestones**

Given our mission of enhancing strengths of the Department through teaching, research, and community engagement, we need to establish parameters which measure how far we have come and how much further we need to go to fulfill our Departmental vision.

- **Teaching**
  
  iii. Select annual Shirley Hartley teaching award winner in Sociology and Social Services

  iv. Stay among the top three Departments providing excellence in teaching in the College of Letters, Arts and Social Science

  v. Enhance opportunities for faculty both to take and to facilitate professional teaching workshops

  vi. Conduct two teaching evaluations in an academic year

  vii. Revise our curriculum in ways that further emphasize the global/international studies

  viii. Increase graduate student attendance and presentations at national and international conferences

- **Community engagement**

  i. Work with both local and international community to address issues of mutual sociological concern and interest

  ii. Increase community service/internship opportunities for students

  iii. Find appropriate academic opportunities to work with peer institutions around the world on teaching and research initiatives

  iv. Expand opportunities for alumni and emeritus faculty to contribute in mutually beneficial ways

  v. Work with public affairs and others on campus to enhance our ability to effectively disseminate our scholarly contributions to broader communities

  vi. Strive to improve the conditions of work for those employed by the Department
vii. Organize regular social events among faculty and students beginning with the Department of Sociology and Social Services launch in mid June 2007, and including an informal series biannually.

The Objective of these measures is to cultivate a stronger sense of community among faculty and students in the Department, including better linkages to colleagues who share similar interests and expertise. Formal and informal partnerships to improve the breadth of educational opportunities, such as study abroad exchanges, community internship opportunities, etc., will be pursued with local and international institutions.

D. Future Faculty Recruitment

In the longer term, we hope to continue to attract, hire, and retain excellent faculty, with the Objective of building on our current strengths or filling in gaps of expertise in line with the vision of the Department. The area where our curriculum is weakest is in international/global studies. As was suggested in our last five-year plan, we still hope to eventually add an expert in world migration, transnational networks, movements and communities. The large number of immigrant communities within minutes driving distance from this university area means that an increasing emphasis on world migration and global issues would make us more knowledgeable of and responsive to the needs and interests of members of our immediate East Bay community.

The Policies and Procedure for Five Year Reviews and Plans requires that we use the process of self-evaluation to facilitate curricular revitalization by planning for the challenges of the future. The Department of Sociology and Social Services has completed its Self Study and based on data discussed therein has established the following plan for the next five years.

Strategic Planning in the Future

Future opportunities to revise this strategic plan must be implemented. Everyone in the Department (faculty, students, or staff) must have an opportunity to contribute to new directions for the Department. The annual opportunities to reflect upon and revise our strategic plan must be a feature of Departmental deliberations.

E. Strategic Objectives

The Department of Sociology and Social Services' plan for the next five years is designed to meet the following Objectives.

Objective 1 To maintain the department's standing as one of the reputable departments of University.
Objective 2  To strengthen the department’s teaching, research, supervision and multidisciplinary contributions.

Objective 3  To continue to provide a supportive and stimulating intellectual environment for faculty and students to pursue professional accomplishment with local and global significance.

Objective 4  Increase the department’s teaching and research capacity in global/international studies and use this as a basis for recruiting students in the area.

Objective 5  Maintain a positive and safe work environment that fosters enthusiasm and excellence from administrative staff, faculty and lecturers

Objective 6  To serve communities beyond the university at the local, national, and international levels.

Objective 7  To reform, develop, and revise current requirements and procedures to more effectively meet the vision set out in this strategic plan.
Appendix B
CAPRs Summary of/Response to Five-Year Review
Former Provost Mahoney’s Response to Number of Faculty Reported in Five-Year Review
CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: 2007-08 CAPR 14
Date Submitted: February 26, 2008

TO: The Academic Senate
FROM: Committee on Academic Planning & Review (CAPR)
SUBJECT: Five-Year Program Review for the Sociology Program
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Sociology Degree Programs, approval of the continuation of the programs, and request for a five-year plan as part of the 2008-2009 annual report

Executive Summary

1. BACKGROUND
The Sociology Program (of the Sociology and Social Services Department) offers a M.A., a B.A. and a Minor in Sociology. The B.A. Major has 2 Options: the Sociology Option and the Social Service Option. It offers courses to the wider university community, including G.E., Liberal Studies, and PACE. It offers courses on both Hayward and Concord campuses. The Sociology Program had undergraduate majors ranging from 210 in 2000 to 304 in 2005, and graduate students ranging from 10 in 2000 to 26 in 2005, representing a steady increase across these years. It is the 5th largest program in CLASS for majors, and the 4th largest program in CLASS for FTEs. The Program had 8 full time and 1 part time regular faculty members in 2005, with 9 part time lecturer faculty members, reflecting a decrease from 12 full time regular faculty members in 2001 and 2002. The FTE Faculty in 2005 is 5.7 for regular faculty, and 6.7 for lecturer faculty, with Lecturer faculty generating 52.5% of its total FTEs. The SFR is 26.6 in 2005. Average section size for 2005 is 36, showing a steady increase from 28 in 2000.

2. CAPR Comments
CAPR commends the Program’s achievements in creating the new Social Work Department in the past review period, and its effort to maintain its FTEs and increase its Majors, despite the interruption resulting from the separation of 3 regular faculty members who joined the newly created SW Program. CAPR is concerned with the stated lack of tenure track faculty member, office space, and staff support. However, CAPR believes that the Report needs to be more specific about the situation, as compared with other programs on campus, and its specific consequences for the program. CAPR requests that a more coherent and specific 5-year plan and faculty recruitment plan developed in the near future and that this five-year plan be included as part of the 2008-2009 annual report.

3. CAPR Recommendation for Continuation of the Program
CAPR recommends the continuation of the Sociology degree programs without modification. The date of the next Five-Year Review is 2011-2012.
Full CAPR Report

1. BACKGROUND

1.1 Overview description of the program:

- The Sociology Program (of the Sociology and Social Services Department) offers a M.A., a B.A. and a Minor in Sociology. The B.A. Major has 2 Options: the Sociology Option and the Social Services Option. It offers courses to the wider university community, including G.E., Liberal Studies, and PACE. It offers courses on both Hayward and Concord campuses.

- The Sociology Program had undergraduate majors ranging from 210 in 2000 to 304 in 2005, and graduate students ranging from 10 in 2000 to 26 in 2005, representing a steady increase across these years. It is the 5th largest program in CLASS for majors. Degrees awarded annually ranged from 63 and 3 in 2000 to 90 and 2 in 2005 for B.A. and M.A. respectively. Its FTEs ranged from 346.9 in 2000 to 328.5 in 2005, with the peak of 357.5 in 2002, showing a relatively even trend with a slight tendency to decline in 2004 and 2005. It's the 4th largest program in CLASS for FTEs.

- The Sociology Program had 8 full time and 1 part time regular faculty members in 2005, with 9 part time lecturer faculty members. This reflects a decrease from 12 full time regular faculty members in 2001 and 2002. The FTE Faculty in 2005 is 5.7 for regular faculty, and 6.7 for lecturer faculty, with Lecturer faculty generating 52.5% of its total FTES. The SFR is 26.6 in 2005. Average section size for 2005 is 36, showing a steady increase from 28 in 2000.

1.2 Overview of the documents submitted to CAPR:

The report contains the following components as required by CAPR (2005-2006 CAPR-09):

- Self-study Report
  - It was not explicitly labeled so in the submitted package, but the contents of Section II, Background seem to cover the basic contents for this component.
  - Summary: clear and brief description of last review, last 5 Year Plan and its implementation and discrepancies, and achievements and highlights.
  - Curriculum and Student Learning: This subsection contains
    - Description of the restructuring of both undergraduate and graduate curricula
    - Outcomes Assessment documents include the background, implementation and results of an exit survey, and future assessment capacity. We found Goals/Objectives and Outcomes in either the major section or Appendix, but did not seem to have found Indicators, Assessment Methods, and Plan.
    - Comparison with other institutions focuses on FTES, without information about curriculum features.
    - Detailed course syllabi for many, if not all, sociology courses in Appendix H.
  - Student, advising, and retention: The Institution Research data table for 2000-2005 is provided. Summaries of outreach/enrollment and scheduling strategies are included.
- **G.E. offerings**  The Program offers courses for G.E., but no specific information was given.

- **Last 3-year achievement** In the last 5 year period, several accomplishments were achieved:
  - The Master's of Social Works was created, which became a separate department.
  - Developed some program goals/objective, student learning outcomes, and conducted an exit survey for assessment.
  - Developed student recruitment material and attended various Community Colleges’ outreach events.
  - Offered the program to Concord campus, and experimented with class scheduling for “unusual times”, including night and “Monday-Wednesday” two-day schedules.
  - Individual faculty members’ personal achievement in instruction, research and external services.

- **Faculty gap** Three faculty members left the Department to join the new Social Services Department. The data show high (52.6%) lecturer faculty ratio, but the report did not clearly present a systematic analysis on this issue.

- **Resources** The Department lost office space due to the establishment of the new Department of Social Work. Now more than 2 regular faculty members share one office, and 4 lecturer faculty members regularly share one office. It is difficult to do student advising and other faculty duties.

- **180 unit requirement** No mention on this issue is found in the Report. In the University Catalog, 180 units are required for the B.A. degree.

2.2 **Summary of supporting data**

- The Sociology Program had undergraduate majors ranging from 210 in 2000 to 304 in 2005, and graduate students ranging from 10 in 2000 to 26 in 2005, representing a steady increase across these years. It is the 5th largest program in CLASS for majors. Degrees awarded annually ranged from 63 and 3 in 2000 to 90 and 2 in 2005 for B.A. and M.A. respectively. Its FTEs ranged from 346.9 in 2000 to 328.5 in 2005, with the peak of 357.5 in 2002, showing a relatively even trend with a slight tendency to decline in 2004 and 2005. It’s the 4th largest program in CLASS for FTEs.

- The Sociology Program had 8 full time and 1 part time regular faculty members in 2005, with 9 part time lecturer faculty members. This reflects a decrease from 12 full time regular faculty members in 2001 and 2002. The FTE Faculty in 2005 is 5.7 for regular faculty, and 6.7 for lecturer faculty, with Lecturer faculty generating 52.5% of its total FTEs. The SFR is 26.6 in 2005. Average section size for 2005 is 36, showing a steady increase from 28 in 2000.
3. OUTSIDE REVIEWER'S COMMENTS & THE DEPARTMENT'S RESPONSE

3.1 Outside Reviewer's Comments
Dr. Edward Nelson, Professor of Department of Sociology, CSU Fresno, visited the program on
campus on May 14, 2007 to evaluate the Sociology program and submitted a report. He met
with all the regular faculty members, the CLASS Dean and Associate Dean, and 3 students. He
reports the following issues and recommendations:

1) to review the curriculum, including enriching the Social Services Option by adding
   clinical sociology, service learning, and community-based research; considering
   development of online courses and use of educational technology in other courses;

2) to develop a detailed and realistic implementation plan for recruiting new faculty
   members to compensate for the shrinking faculty (CAPR note: after the external review,
   the Program had to sadly endure an unfortunate loss of a brilliant tenured faculty
   member, Dr. Young Song);

3) to build a greater community for more activities and connections for faculty (both regular
   faculty and lecturer faculty), and for students;

4) to obtain adequate office space for faculty members, and improve staff support (which
   was partly overburdened by the merge with Anthropology as one administrative unit);

5) to reduce faculty teaching load;

6) to make faculty work load more even regarding MA thesis committee chairing, advising,
   and committee work;

7) to incorporate more research opportunities for undergraduate students.

3.2 Program's response to outside reviewer's report
(submitted as a separate Addendum)

The Program has the following responses:

1) Curriculum: It added the capstone course in the last 5-year review period, and will be
   maintained for the future. It will also strengthen the past successful "service courses" by
   providing more sections. It also plans to develop several online courses to get more
   FTES, reduce lecture class sizes to improve quality, and explore development of service
   learning courses in the future. It will try to increase graduate student enrollment in order
   to offer the original 5 courses per year scheduling. The Program also participated in the
   Freshman Cluster Program.

2) Students: Outreach efforts by attending meetings and events in the past seemed too time
   consuming and not very effective. The Program believes that the best way of attracting
   students is to offer inspiring classes. The CLASS Dean’s Office did support producing
   outreach brochures in the past, which are useful now. The Program provided courses to
   students at Concord and scheduled classes for “unusual” times in the past 5-year review
   period, which seemed to be effective. It will continue to do so.

3) Faculty recruitment: The Program intends to strengthen the weakest area in
   International/Global Studies by recruiting an expert in this area. The Program was joined
• **CAPR's recommendations**

CAPR recommends that

1) the Sociology program work out a fully-developed, clear, and specific 5-year plan, by having all regular faculty members participate in the process. The plan should give a clear sense of direction, identify the key issues and goals, and lay out specific steps/strategies to resolve the issues and reach the goals.

2) the Program develop a clear plan for future tenure-track faculty hiring, by anticipating future attritions (due to retirement), specifying the curriculum and student enrollment needs and the contributions such hiring can make, and laying out the plan to seek such positions in terms of time and strategies.

3) consideration be given to replacing vacated or vacating faculty positions. Any further consideration of tenure-track faculty needs should wait until a stronger five-year plan is in place; however, CAPR recognizes that such a plan depends on having a sufficient number of faculty to develop it.

4) the College work with the Program to review the administrative support and office needs as claimed in the Review.

CAPR wishes to see a continuously strong Sociology program in CSUEB both for its role in recruiting increasingly more majors and contributing to the G.E. curriculum.

**CAPR Recommendation for Continuation of the Program**

CAPR recommends the continuation of the Sociology Bachelor of Arts program and the Sociology Master of Arts degree program without modification of the curriculum. However, CAPR requests that a five-year plan, as described above, be included as part of the 2008-2009 annual report. The plan should address the program's intended direction, identify key issues and goals, lay out specific steps/strategies to resolve the issues and reach the goals, and define the appropriate number and type of faculty tenure-track positions needed.

**Date of the Program's Next Five-Year Review**

2011-2012.
Date: May 21, 2008

From: Michael Mahoney, Provost and Vice President, Academic Affairs

To: Diane Beeson, Chair, Sociology and Social Services
    Benjamin Bowser, Interim Dean, CLASS

Subject: MOU Meeting – B.A. and M.A. in Sociology

On May 20, 2008, I met with Diane Beeson, Chair, Sociology and Social Services; Benjamin Bowser, Interim Dean, CLASS; Janet Patterson, Associate Dean, CLASS; Aline Soules, Chair, CAPR; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for the B.A. and M.A. in Sociology and to develop an MOU as required by CAPR 9.

Sociology is the study of society and patterns of relationships so there are many interesting subfields within the department including sociological theory, research methods, family, gender-race, medical sociology, social services, and social policy. The department anticipates adding the subfield of global and transnational.

The Sociology and Social Services Department has a large service learning component. Of the 350 current majors about 40 are working in community-based organizations as part of their academic credit. Often these service learning experiences lead to jobs.

The Masters of Social Work grew out of the Department which resulted in the loss of some faculty. The B.A. in Sociology is a major feeder for the MSW supplying about 50% of the students for the MSW.

The B.A. in Sociology is one of the largest majors in CLASS, and the number of majors has grown over the past five years. The Department has faced the challenge of having three chairs over the past three years.

The M.A. in Sociology has a great track record of placing people in top notch Ph.D. programs. The Department puts a lot of time and effort into its graduate program without adequate resources. There are not enough faculty members to do thesis advising.

At the time of the last five year review, the Department had 12 full-time faculty members. It is now down to 7. There is a need to increase some lecturers appointments to 1.0 (i.e., full-time) so they can do advising and be eligible for assigned time to work on needed projects. Currently no lecturers are full-time. This leaves a small number of full-time faculty members to advise the 350 majors. As a result, the Chair does a lot of advising which takes away from other chair duties.
Appendix C
Institutional Data/Chancellor’s Office Data (SCUs, FTES, FTEF, SFRs)

Academic Program Review SFR Table - Tabulate
California State University, East Bay

SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

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<th>term_ftef</th>
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<td></td>
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<td>Fall 2009</td>
<td>Fall 2010</td>
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<tr>
<td>Tenured &amp; Tenure Track</td>
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<td>146.00</td>
<td>144.40</td>
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<td>Lecturer</td>
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Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio (SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book
Data On SCU &/or SFR Since Fall 11
Sent via e-mail from Jim Oktusu

<table>
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<th>Date/Quarter</th>
<th>SCU</th>
<th>SFR</th>
<th>Dept Rank</th>
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<td>April 23rd</td>
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<td>5th contributing 6.21% of SCU to CLASS</td>
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<td>Winter 2012</td>
<td>95% of 4185 target</td>
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Appendix D
Student Data

Could not cut and paste the data. See the Institutional Research Web page or CAPR Web page for head count of students by degree program.
Appendix E
Position Announcement & Five-Year Hiring Plan

Department of Sociology and Social Services
2012/13 Proposed Tenure Track Searches

The Department of Sociology and Social Services is requesting one tenure track position in race and ethnic relations. The position is described below and is followed by a detailed justification.

Position
The primary responsibility of this new faculty position is to contribute to our core diversity curriculum by teaching and developing courses in Race and Ethnic Relations, Race and Family Relations, and Prejudice and Discrimination. Preferences for the secondary area of specialization are: 1) Globalization with an ability to teach courses such as Migration, Refugee Experience, Economic Globalization, Transnational Practices and/or Global Health 2) Criminology with an ability to teach courses such as Police and Society, Juvenile delinquency, and/or Violence and Conflict; or, 3) Institutional Life with an ability to teach courses in areas such as Sociology of Religion, Education, Medical Sociology Work and Professions, and/or Social Organizations. Applicants must have an active research agenda and preference will be given to candidates who demonstrate a global/local dimension to their research and teaching.

Justification

Fewer Faculty
Like other CLASS departments, Sociology and Social Services has experienced an attrition of regular faculty over the past two decades. In 1990 there were 15 regular faculty members; there are 5 today (plus 2 FERP) and a total of 7 lecturers (3 at .80, 4 at .27). Table 1 shows that our undergraduate student-to-faculty ratio increased from 26.6 in 2005 to an estimated 29.8 in 2010. We are one of the larger majors in CLASS with, according to department records, a little over 400 majors. (The CSU ERSS Statistical Extract shows us at 314 majors in fall 2010, but this data is outdated and questionable.) We also offer a popular minor. Our records indicate that 58 students graduated with a minor in sociology in 2010/11. Our total SFRs stood at 25.39 in fall 2010, which is slightly higher than the college average. We have implemented plans to increase our current SFRs by adding two mega courses to the 2011/12 schedule. We have developed more online courses as a way to enhance enrollment. Our average class size increased from 28 in 2002 to 35 in 2010 and we continue to increase class caps where appropriate. In comparison to other
CLASS departments these indices put Sociology and Social Services in the upper half of both class sizes and student-faculty ratios.

Table 1

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<th>Regular</th>
<th>Average</th>
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<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Lecturers</td>
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<tr>
<td>2002</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>9</td>
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<td>2010</td>
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* Undergraduate

Diversity Core Threatened, Electives Exposed

Table 2 (below) list Sociology and Social Services courses. Courses are divided by introductory courses, our two sets of core courses (theory and methods core and diversity core), electives and graduate program. There are only two options in our department (Sociology and Social Services) and a minimum number of electives for a university sociology program. Note that core diversity courses are offered every quarter along with popular electives. Next to courses are listed the regular faculty member who most often teaches each course. To show the extent to which our curriculum is exposed by a shortage of regular faculty we have left off the two faculty in FERP status and the five lecturers. The second column to the right shows, with an X, courses that have no regular faculty coverage. The last column shows the potential courses that could be covered by a T-T hire (course coverage will depend on the candidate’s secondary area of specialization).
Of our 48 undergraduate course offerings, over half (26) are without regular faculty coverage (see Table 2). Moreover, as Table 2 further reveals, we are almost completely dependent upon lecturers and our two faculty in FERP status to offer courses in race and ethnic relations. For instance, only one of the two required core diversity courses, Prejudice and Discrimination, is taught by a regular member of the faculty. The two elective courses that center on African American experience (the African American Family and the African American Male) are covered by one emeritus faculty in FERP. The two courses that we offer in Filipino studies (Filipino Labor/Immigration, Filipino American Communities) are covered by a lecturer. We only offer one course with a focus on international development, World Development, which is covered by one emeritus faculty in FERP.

Finally, even with our two current FERP faculty and lecturers, we are unable to offer enough elective courses for students to complete the major on time without having to substitute courses from other departments. Approximately, one-third of our near graduating majors have to take courses in other departments to fulfill their elective course requirements. In fall 2011, we had to accommodate students by over enrolling courses. This is a particular problem in core courses that require intensive writing.

**New Positions’ Impact on Teaching and SCU**

There is an expectation that a T-T hire will result in less reliance on lecturers to cover current courses. Moreover, one of our entitled .80 lecturer plans to retire at the end of the 2011/12 academic year. Thus, I expect that if granted a T-T hire we will not be allocated resources to replace this .80 lecturer. Thus, a T-T hire is essential to our ability to maintain our current SCU levels, which average about 5,000 each quarter.

**New Positions Impact on Strategic Planning (CAPR)**

Courses in race and ethnic relations have a long and important history in the discipline of Sociology. Moreover, a survey of sociology departments across CSU and UC campuses reveals that, over the past two decades globalization has become a central feature of our discipline. Our Strategic Plan called for a new capstone course for graduating seniors and for new faculty positions that would enhance the department’s ability to more fully incorporate globalization, a
key component of the CSUEB mission, into our curriculum. In sum, a hire in race and ethnic relations with an emphasis on globalization would allow us to: a. fulfill current course offerings, b. develop new and updated existing courses in race and ethnic relations, c. develop new courses in globalization, d. develop new courses in race and global relations, and d. to engage in a much needed revision of our diversity core. If the position is filled with a candidate whose secondary area is criminal justice, this will allow us to offer a series of courses (Criminal Justice, Juvenile Justice, Police & Society and Violence & Conflict) that we have had difficulty covering since Dr. Karl Schonborn retired.

Due to budget cuts we can no longer staff our MA Program. At the same time that there has been increased interest in our graduate program, we were forced to freeze new admissions to our because we could no longer staff courses and student committees. Given that lecturers are discouraged from serving on graduate committees, a T-T hire will help remedy this problem.

When our past five-year plan was written, it did not envision continued attrition of faculty. We will be left particularly vulnerable when our 2 FERP faculty fully retire. The new position we are requesting is a very small step toward making us whole enough to return to our strategic goals, to potentially reinstate our graduate program, and to offer enough courses for majors to get the courses they need to graduate.

Sociology & Social Service Department
Five Year Plan for Tenure Track Searches

T-T Search for 2012/13
Position #1: Race & Ethnic Relations (full proposal is attached)

Position Requests Beyond 2013

2013/14
Position # 2: Sociology of Crime & Deviance (given that this is not a position filled as a secondary area of expertise through T-T search #1, Race & Ethnic Relations)

The person who fills this position will have a critical perspective on the prison industrial complex. The person will be required to teach the following courses: Police and Society, Juvenile Delinquency, and Violence and Conflict. We expect that the individual who fills this position will update existing and develop new courses based on current research in the area of
crime and deviance, such as the restorative justice movement. We also expect that the person who fills this position will be well versed in social inequality and will, thus, be able to develop courses that make linkages between institutionalized patterns of various forms of inequities and socio-historical changes in the social construction of crime and deviance.

Justification:
The development of policies and laws that have led to the growth of prisons makes this a timely and important position to fill. Although we list the above named courses in our catalogue, we have not been able to offer these courses on a consistent basis since Professor Karl Shonborn retired. Courses in crime and deviance are very popular with our majors, and majors have expressed regret at the absence of these electives in the course schedule.

2014/15
Position #3: Globalization (given that this is not a position filled as a secondary area of expertise through T-T search #1)

The person who fills this position will be able to develop a range of course in the sociology of globalization. We would expect a T-T hire to develop a series of courses that include, but are not limited to: a) the social history of colonization, b.) current trends in the global economy, c.) the impact of globalization on local cultures and sustainability, and, d.) the impact of globalization on social and ethnic identity.

Justification:
A review of both CSU and UC campuses reveal that globalization has become a key part of the sociology curriculum. We currently offer only one course in World Development which is taught by a faculty member in FERP status. A hire in this area will bring us up-to-date with the field of sociology and will help fulfill CSU’s mission to expand student exposure to global relations.

2015/16
Position #4: Sociology of Culture
This candidate would be responsible for teaching Sociology of Culture with an emphasis on institutional applications (education, religion, popular media, politics, art, and/or sports) and socio-cultural processes (identity, cognition, embodiment, symbolic boundaries, and hegemony). The study of culture has a long history in sociology. However, this field has expanded in recent years with the broader adoption of post structural theories.

Justification:
We need to offer courses that reflect current trends in our field. Professor Maxine Craig was responsible for offering courses that tapped into several dimensions of culture (identity, embodiment and media). Her resignation left a gap in our curriculum. Moreover, we must be able to offer courses that students find compelling. Courses in areas such as popular media and culture and identity are very popular with our students.

2016/17
Position #5: Social Services and Social Welfare

The person who fills this position will contribute to the Social Service Option by offering courses in areas such as Human Behavior in the Social Environment, Generalist Practice, Social Welfare and the State, and Global Social Welfare. This candidate will be expected to share in the duties of managing internships that are required of students who elect the Social Service Option.

Justification:
Many Social Service Option students plan to enroll in an MSW Program or related fields after completing their BA. This option grew in popularity after CSUEB began offering an MSW degree, and we expect continued growth in this area. Whether students become graduate level social service professionals or chose work in other fields, exposure to the ways other groups and societies address social problems would give students an invaluable perspective for understanding American social welfare programs, policies and services.