RECOMMENDATION OF THE GRADUATE CURRICULUM COMMITTEE, AND THE FACULTY OF THE DEPARTMENT OF SOCIOLOGY FOR AUTHORIZATION TO IMPLEMENT THE DOCTOR OF PHILOSOPHY IN SOCIOLOGY DEGREE PROGRAM

1. PROGRAM IDENTIFICATION

Title of Proposed Program: Ph.D. in Sociology

Department or Functional Equivalent: Department of Sociology

College, School, or Functional Equivalent: College of Letters and Science

Timetable for Initiation: Semester 1, 2011-12

2. CONTEXT

2.1 History of Program:

The UWM Department of Sociology has offered a master’s degree since 1964. The new Ph.D. program in Sociology will be built upon the strong intellectual foundations and proven track record of the department’s M.A. program. In the past several years, we have strengthened that program in several ways. Expansion of our recruiting efforts has resulted in the consistent admission of strong student cohorts. Our intensified methodological training in statistics, research methods, and survey research has enabled our students to gain admission to quality Ph.D. programs around the country or employment as researchers and analysts. Our students’ enhanced research skills have been applauded by local employers who find it difficult to recruit qualified candidate with strong research skills outside of the Milwaukee area. Revisions in our core curriculum and intensive graduate student advising of our stronger cohorts of students have resulted in an excellent graduation rate. The development of a doctoral program is the next logical step of this building process.

In the past five years, the M.A. program has produced students who have been accepted into top Ph.D. programs in Sociology, including Indiana University, University of Wisconsin-Madison, SUNY-Albany, Penn State University, Notre Dame University, University of Delaware, University of Virginia, University of Massachusetts, University of Connecticut, Case Western Reserve University, and University of California-San Diego, among others. A number of our students have earned their doctorates and now are employed as college and university professors.

Many of our students have secured professional employment as researchers, analysts, and marketers with a number of national and local private-sector employers, including A.C. Nielson, M&I Bank, Kohl’s Department Stores, Hunter Business Group, Market Probe, TrustSolutions,
and Ejj Olson and Associates, among others. Still others with terminal MA degrees have found work in the nonprofit and educational sectors, including Notre Dame University, Mars Hill College in North Carolina, Milwaukee Area Technical College, and several UWM research arms (including the Center for Addiction and Behavioral Health Research, Center for Urban Initiatives and Research, Center on Age and Community, Office of Applied Gerontology, and Center for Urban Population Health), as well as The Alliance for Families and Children, the Presbyterian Church USA, and the Sisters of Notre Dame.

In addition to running the Sociology masters’ program, the department has had a long and fruitful partnership with the Urban Studies Ph.D. Program (USP, previously Urban Social Institutions), an interdisciplinary program for which many of our faculty members have taught and mentored students. As we discuss in more detail below, we expect that solid relationship to continue. However, as the Department of Sociology has grown and become more research-oriented, the interests of a majority of the members of the Sociology faculty do not always align with the urban-centered and local-community orientation of USP.

The majority of UWM’s social science departments (Anthropology, Economics, Geography, Political Science, Psychology) began doctoral programs in the late 1960s or early 1970s. With the advent of a Ph.D. in History (2003) and Africology (2008), Sociology is the only UWM social science department (other than Journalism and Mass Communication) without a doctoral program. Even without a doctoral program, department faculty have been highly productive scholars who are active in their respective areas of research via regional and national conference presentations, peer-reviewed journal publications, and published research monographs. Over the past 10 years, the department faculty has produced seven scholarly books published by university presses as well as countless peer-reviewed articles. A key aim of the new program is to enhance significantly that productivity. Ph.D. programs are a crucial component of any strong, research-oriented department. While many of our faculty members have collaborated and published articles with our M.A. students, the brevity of students’ tenure in the program greatly limits such opportunities. Protracted faculty interaction with Ph.D. students will enhance greatly our capacity for the production and transmission of knowledge and will facilitate recruitment of the best minds and most productive scholars to UWM’s Department of Sociology as students and faculty members.

2.2 Instructional Setting of Program:

The proposed program will be housed in the Department of Sociology within the College of Letters and Science. As discussed above, the program will be built upon the foundations of the department’s M.A. program, which also will serve as a feeder of advanced students into the doctoral program. Through the master’s program, the relationship with USP, and serving on many dissertation committees in departments across the university, faculty members in the Department of Sociology have developed extensive experience in managing the demands of a graduate program, working with doctoral students, and developing interdisciplinary connections that are important to the functioning of a strong Ph.D. program.
2.3 Relation to Mission Statement and Strategic Academic Plan

The mission of UWM as a major metropolitan university is to serve the educational and research needs of Wisconsin and, through the completion of this primary mission, advance the economic, social, cultural, and environmental development of the southeastern region of the state.

In pursuit of this overarching mission, UWM has articulated more specific goals. Below we list and discuss six of those goals that we think a doctoral program in Sociology will especially advance.

(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.

Having developed a highly successful and recognized undergraduate and master’s programs, the Department of Sociology is ready to direct its energies toward the development of a doctoral program that builds upon the strengths of the M.A. program. The quality of the Sociology faculty will enrich the educational and research capabilities of doctoral students, while the presence of doctoral students will enhance the research efforts of faculty members and students at all levels, including undergraduates.

(b) To engage in a sustained research effort which will enhance and fulfill the University’s role as a doctoral institution of academic and professional excellence.

From UWM’s inception, high-quality research in the social sciences has been a critical component of UWM’s mission. The department currently is making a concerted effort to improve its research profile and do more to obtain internal and external funds for our research projects. One of the factors impeding this effort is the absence of longer-term graduate students to assist such projects. This is the most significant disadvantage in having only a two-year M.A. program. In recent years, some of our faculty members who do have research funding have found it difficult to recruit graduate students who would remain at UWM long enough to contribute meaningfully to their projects. First- and even second-year students often have not yet developed the skills required for the advanced computing and statistical tasks that typically go with funded social science research. By the time we have trained our students to be in a position to assist with or, better yet, collaborate on a project, they are leaving UWM for Ph.D. programs elsewhere. A doctoral program in Sociology would help remedy this problem while enhancing the research goals of the department and its members as well as those of the University.

(c) To continue development of a balanced array of high quality doctoral programs in basic disciplines and professional areas.

Currently, seven of the nine research disciplines in the social sciences at UWM have programs leading to the Ph.D. with Sociology as the main exception. In his first State of the University address in 2004, UWM Chancellor Santiago unveiled a challenge to increase university doctoral
offerings by more than 50 percent, bringing UWM’s doctoral programs from 20 in 2004 to 32 by 2010. As of 2009, that number stands at 29. At the same time, the Chancellor argued that UWM must expand its research mission more generally.\textsuperscript{4} Our implementation plan is very much in keeping with the Chancellor’s challenge and plans for the university.

\textit{(d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.}

Given the strong encouragement we have received from current and past students, we believe that a Sociology Ph.D. would make the most of the early training our M.A. provides to benefit not only our students but also the expanding research mission of the University. Among both our undergraduate and graduate students, we routinely find individuals on a par with the best students in institutions like Madison because many top-level UWM students have personal and professional commitments that make it difficult or impossible for them to leave the area to pursue a Ph.D. The Sociology Ph.D. will provide an opportunity for students who will remain in the area to enrich their communities with knowledge and skills acquired in the program. Conversely, while some of our non-place-bound MA students have gone on to Ph.D. work at Madison, most of these students who go on for a Ph.D. leave the state and never return. We believe our program will help lessen this “brain drain” by providing an alternative for many of these students. In this way, the program will contribute to the mission of UWM by augmenting the stature of the University through the provision of additional educational and research opportunities in the City of Milwaukee and the southeastern region of the State. It will also conserve the human capital and civic potential of accomplished Wisconsin students.

\textit{(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.}

Sociology has long been a discipline that has appealed and been hospitable to a very diverse group of knowledge-seekers, including women, minorities, the economically-disadvantaged, and other disadvantaged groups and individuals. Our current faculty is among the most diverse of any program at UWM. Moreover, we will offer a program in the largest metropolitan area of the State which currently offers no such opportunity. Our program will be offered largely via evening courses, opening a door to part-time and place-bound students, who are themselves more likely to come from disadvantaged groups.

\textit{(f) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University’s research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.}

Already, our master’s program draws from four-year colleges in the UW-System many of its students, who otherwise would not have the opportunity for graduate education in Sociology or
would be forced to seek it out-of-state. With the inception of the new program, we intend to extend and develop our outreach to these students and programs.

3. DESCRIPTION

3.1 Program Description:

The Sociology doctoral program will provide students with balanced and comprehensive doctoral-level training in sociological theory, research methodology, and social statistics. Students will be required to take 60 graduate credits beyond the bachelor’s degree, with 36 credits take at the doctoral level. In accord with both the University’s and the department’s historical and current strengths and future growth agendas, the program will require students to choose one of two core substantive areas of curriculum, training, and research: 1) social inequalities or 2) social institutions. The program will be distinct in its strong integrative approach to the study and analysis of each of these areas. Students will choose one of these areas as a substantive focus and take an array of courses that explore the main dimensions of that area. In addition to this course work, students will complete a preliminary examination in two sociological subspeciality areas. After students successfully complete the preliminary examination they will develop and submit for approval a dissertation proposal. The completion of a dissertation, consisting of original sociological research, will be the final step in the awarding of a Ph.D. in Sociology. We expect students to be able to complete the program in four years.

By providing a curriculum grounded in these core substantive areas, the Sociology doctoral program will provide students with excellent research training for entry into academic and professional careers that require theory-driven basic and/or applied social research skills. Our program will facilitate a variety of career paths for our students, including:

- academic teaching, research, and/or administrative positions within colleges and universities;
- careers in nonprofit social service and research organizations;
- policy-making positions in government agencies and institutions;
- careers in for-profit businesses using social science research knowledge and techniques, including marketing, banking, and insurance.

3.2 Objectives:

The UWM doctoral program in Sociology will provide students with advanced theoretical, methodological, and analytical abilities with which to examine, explore, advance, and apply sociological knowledge in their area of specialization. More specifically, the Department has established the following student learning outcomes. Students will demonstrate:

- knowledge of general sociological theory, both classical and contemporary, with particular expertise in sociological theories of either social inequalities or social institutions;
• expertise in advanced methodologies for the analysis of social data, including both qualitative and quantitative approaches;
• the ability to apply appropriate sociological theories to explain social phenomena of interest to them and to critically evaluate such explanations;
• the ability to apply appropriate sociological methodologies to examine empirically sociological theories and to evaluate critically the application of such methodologies.

3.3 Curriculum:

The new Ph.D. program in Sociology will built upon the existing MA program, a program with sound intellectual foundations and a proven track-record of placing students in excellent Ph.D. programs and in an array of positions in the greater Milwaukee area, the State of Wisconsin, and the nation. Students in the Ph.D. program will complete a core of three courses (theory, research methods, and statistical methods) to develop their research skills. They will choose to specialize in either social inequalities or social institutions and will select elective courses, conduct research, and write a dissertation in the area of choice.

Admission Requirements:

An applicant must meet the UWM Graduate School’s requirements for admission to the Ph.D. program in Sociology. In addition, applicants to the Ph.D. program must:

1) Possess a master’s degree in Sociology or be in the process of completing a master’s degree at the time of application, with the expectation of completion of the degree prior to beginning the Ph.D. program. (In instances where an applicant's record demonstrates exceptional promise, the department’s graduate committee will consider applications for admission to the Ph.D. program from students in a closely-related field or from students applying directly from the BA degree; if admitted, such students must complete required courses from the existing Sociology master’s program in addition to the requirements of the Ph.D. program detailed below.)

2) Submit a copy of the applicant’s MA thesis, or, if an applicant did not complete a thesis, a scholarly writing sample of original sociological research.

3) Provide three letters of recommendation from persons familiar with the applicant’s scholastic achievement and potential.

4) Submit a cogent personal statement detailing the individual’s reasons for pursuing graduate study in Sociology.

Curriculum:

A. Coursework. The program will require 60 graduate credits of course work beyond the bachelor’s degree, at least 36 of them taken at the post-master’s level.
We expect entering students to have completed the following courses or their equivalents in the process of earning a master’s degree:

- Sociol 715, Systematic Sociological Theory 3
- Sociol 750, Research Methods in Sociology 3
- Sociol 760, Advanced Statistical Methods in Sociology I 3

Students who have not taken these courses prior to admission to the Ph.D. program will be required to complete them in the first years of their pursuit of a doctoral degree. Credits earned in these courses will not count as part of the 36 credits required at the post-master’s level.

At the Ph.D. level, students must complete the following coursework:

- Sociol 780, The Sociology of Inequality* 3
- Sociol 790, The Sociology of Institutions* 3
- Sociol 982, Advanced Statistical Methods in Sociology II 3
- One additional elective course in social science methodology 3
- Beyond the above core requirements, students must choose to specialize in either social inequalities or social institutions and complete 9 credits (3 courses) designated in that specialty area. See appendix A for a list of courses in these areas that we have offered in the recent past or expect to offer with the inception of the new program. 9
- Electives (9 or more credits) and dissertation (up to 6 credits) for a list of elective courses we have offered in the MA program in the recent past. 15

*Indicates a new course (see course description in appendix A).

Doctoral students may not accumulate more than 6 credits in U/G courses nor more than 6 credits of independent study without the approval of the Sociology Director of Graduate Studies. Of the 60 required credits, no more than 12 credits outside of Sociology may be counted toward the doctoral degree without the approval of the Sociology Director of Graduate Studies.

B. Foreign Language or Specialized Skill. This requirement may be satisfied by demonstrating one of the following:

- Proficiency in a foreign language useful in the student’s career, indicated by the completion of two courses at the upper division level (numbered 300 and above or requiring junior standing) with at least a B average.
Credits satisfying this requirement will not count toward the credits required for the Ph.D. degree.

- Proficiency in mathematical, statistical, or computer skills. Completion of the doctoral program’s required methods and statistics sequence (Sociol 715, 750, 982 – or their equivalents – and an additional elective course in social science methodology) with at least a B average will satisfy this requirement.

C. Preliminary Examination. Students must pass a doctoral preliminary examination as one of the qualifications for dissertation status. Students will choose two sociological subspecialties in consultation with their advisor for the Preliminary Examination within the two larger specialty areas of the program, social inequalities and social institutions. The disciplinary subfields must be broader than, but related to, the focus of the student’s dissertation and must be approved by the Department’s Graduate Studies Committee and the Department faculty. Students who do not pass the examination on the first attempt will be provided feedback on their performance and be allowed take the exam a second time. Students who do not successfully complete the examination upon the second attempt will not be allowed to continue in the program.

D. Dissertation Proposal. In addition to the preliminary examination, another requirement that must be met before a student is eligible for dissertation status is the completion and successful oral defense of a dissertation proposal before the student’s doctoral committee.

E. Dissertation. The dissertation is a major piece of original research representing a substantial contribution to sociological scholarship. This document will be formulated and composed under the guidance of the chair and members of the student’s dissertation committee. A final draft of this document must be defended successfully before the dissertation committee.

3.4 Interrelationship with Other Curricula:

Currently, some of Sociology’s graduate courses are jointly offered with the USP doctoral and masters’ programs. We expect such collaborations and sharing of resources to be maintained in our new program. In the past, the Departments of History and Sociology were the primary contributors to the USP program, but in recent years political science and geography faculty members have played a much more prominent role in the teaching and mentoring of USP doctoral students. The recent implementation of History’s doctoral program has had no demonstrable deleterious impact on USP, and we do not anticipate any such impact from implementation of the Sociology doctorate. The Sociology faculty members who currently work with USP will continue to do so. We do expect that Sociology Ph.D. will support USP by contributing to the range of course offerings available to USP students and by providing
additional students for the USP courses currently available, some of which already are jointly offered with Sociology.

In addition to involvement in USP, our faculty members also have taught graduate courses in conjunction with the School of Education, the Certificate in Nonprofit Management, the M.S. in Nonprofit Management and Leadership, the Master of Human Resources and Labor Relations, the M.A. and Graduate Certificate in Women’s Studies, and the School of Social Welfare. Our faculty members also have had significant involvement with the Center on Age and Community and the Center for 21st Century Studies. These programs and centers provide additional support for faculty members and graduate students with interests in ongoing research and scholarship of related areas. We expect such interdisciplinary collaborations to be enhanced and to grow with the inception of our new program.

In addition, we have had some preliminary discussions with other social science departments at UWM concerning the possibility of joint or complementary course offerings in statistical methods in order to expand the range of opportunities for our students as well as limit duplication of courses and training programs. Another area where we hope to collaborate with other departments and UWM’s Center for Instructional and Professional Development is in the training of future college/university teachers, especially as they prepare to teach their first course at UWM.

3.5 Accreditation Requirement:

There are no accreditation programs or requirements for doctoral programs in Sociology.

3.6 Diversity:

The PhD program in Sociology will be structured to fit the model of inclusive excellence adopted by the UW-System. This model views excellence and diversity not as competing goals but as intertwined necessities. The model holds that programs can only be excellent if they are diverse. We aim to create and maintain a program with diverse students and faculty members and an environment in which all persons can excel. We are in a good position to build a PhD program along these lines because of the structures and characteristics of our existing master’s program and our faculty (nine of whom are persons of color). Nevertheless, we also hope to improve in this area and become a campus leader in diversity and excellence in the PhD program.

The following table shows the racial and ethnic diversity of students enrolled in the Sociology MA program over the last three years in comparison to the diversity of all UWM students pursuing an MA enrolled in the Fall of 2008. As seen in the Table, the racial and ethnic composition of Sociology graduate students is similar to that of the University as a whole. For the four targeted racial/ethnic groups, our department has slightly higher percentages of African
American (7.1 to 5.1), Latino/a (3.6 to 2.6), and Southeast Asian (3.6 to 0.9) students and a slightly lower percentage of American Indian students (0 to 0.5).

<table>
<thead>
<tr>
<th>Targeted Groups</th>
<th>Sociology Department, Fall 2007 – Fall 2009</th>
<th>MA students at UWM, Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Latino</td>
<td>3.6</td>
<td>2.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>SE Asian</td>
<td>3.6</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Non-targeted groups</strong></td>
<td></td>
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</tr>
<tr>
<td>International</td>
<td>7.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>15.3</td>
</tr>
<tr>
<td>White</td>
<td>78.6</td>
<td>79.0</td>
</tr>
</tbody>
</table>

In addition, the MA program in Sociology over the last three years has enrolled a much larger share of females (59.5 percent) than males (40.5 percent). The department does not monitor the age of our students, but it is not uncommon for us to enroll students who are not traditional students. Even among our traditional students, it is common for them to be like non-traditional students in that they are married and/or have children.

The percentage of students of color graduating from the MA program varies by group. Over the last three years, 2.6 percent of MA recipients in Sociology were African American. For UWM as a whole in the year 2008-09, this percentage was 4.5. The Sociology department has a slightly higher percentage of degrees awarded to Latino/as than UWM over this time period (7.7 to 2.5), a similar percentage of Southeast Asian graduates (2.6 to 2.7) and a slightly lower percentage of American Indian graduates (none to 0.7). The percentage of master’s degree graduates in the Sociology department who are female (68 percent) is similar to that of UWM (65 percent).

The Department of Sociology has one of the most diverse faculties at UWM with respect to race, ethnicity, gender, and international origins. Nine of our 17 faculty members are persons of color. Moreover, through our involvement with students in the diverse USP program, our faculty members have played key roles in advising and mentoring graduate students of color and others from disadvantaged backgrounds. The diverse backgrounds of the faculty mirror their research areas as well. Faculty members’ recent publications include areas such as interracial friendships, residential segregation, school segregation and educational outcomes, racial profiling by immigration officials, labor in India, new forms of migration, ethnic nationalism, race and class in postindustrial society, gender and technology, gender and care, race/class/gender/sexual identity, race and the state, and Native Americans in the criminal justice system. Students in the master’s program often pursue research interests in these and similar areas for their thesis or master’s papers. In addition, the diverse interests of the faculty are evident within the current curriculum offered to graduate students. There are graduate courses on migrant incorporation, Sociology of the body, the reproduction of minority communities, urban social structures, race
and ethnic relations, gerontology, and gender. In addition, the nature of Sociology as a discipline requires critical analyses in relation to all processes of human behavior. As a result, all of the courses offered within the department inherently include issues of race, class, gender or other forms of inequality.

While our existing MA program incorporates diversity on a number of levels, we strive for more inclusive excellence with the PhD program. We have begun to take steps in this direction. One change we are making is to our criteria of receiving a TA position. The department has historically required GRE scores for TA positions, but we were concerned that the large racial, class, and gender gaps in GRE scores would reduce the diversity of our TAs. We adopted the strategies of investigation which are used in the Equity Scorecard and did an empirically driven investigation of GRE scores. We studied the ability of our students’ incoming GRE scores to predict their graduation, using data from the cohorts from the fall of 2000 to most recent cohort available. We found the GRE scores of graduates and non-graduates to be nearly identical. For this reason, we are in the processes of removing the GRE requirement for our MA program and we do not include it for our PhD. We believe that our ability to identify talented graduate students will not be undermined by this change, but that it will help us recruit more diverse graduate students. In addition, the Sociology department has been working with the McNair Program at UWM, which targets underrepresented groups on the basis of race, ethnicity, and social class and provides opportunities to conduct research with faculty members and to prepare students for graduate school in other ways. Individuals at the McNair Program encourage students at UWM and at other institutions to make connections to the Sociology Department and to work with our faculty members. Through our connections to the McNair program, the department is increasing the diversity of its pool of prospective students. This year, we have two students funded through Advanced Opportunity Fellowships. Last summer, faculty members worked individually with four McNair Scholars. In addition, the Director of Graduate Studies routinely meets with perspective students who are channeled to our Department through the McNair Program. Our goal is to create a critical mass of students from diverse backgrounds to create an environment that enriches the experiences of all our students.

3.7 Collaboration:

We have consulted with our colleagues in Sociology at UW-Madison about the development of this program, and they have recognized the need for a separate program in Milwaukee and have endorsed our efforts. No other Sociology programs in the state offer graduate level courses in Sociology or have expressed a desire to do so.

3.8 Outreach:

As discussed in section 3.4, the department and its faculty members have been engaged actively with many other programs at UWM. In addition to these connections within UWM, our faculty and staff members have extended the reach of our program well beyond the boundaries of the University, from the Department’s internship program which sends our undergraduate majors
into numerous nonprofit agencies in the community to our faculty’s involvement with research faculty members and programs at the Medical College of Wisconsin, the Milwaukee Academy of Medicine, and other public health efforts, as well as involvements in the reform of public schools in Milwaukee, to mention just a few. We hope these service activities will increase and expand with the inception of the new program, though at this point we have no formal plans to develop specific outreach programs linked to the new Ph.D. in Sociology.

3.9 Delivery Method:

In our master’s program, we have offered a limited number of online courses and blended online/face-to-face courses. We have no plans to expand this array of offerings at this time.

4. NEED

4.1 Comparable Programs in Wisconsin:

Currently, UW Madison is the only university in Wisconsin offering a Ph.D. in Sociology. We have consulted with the Department of Sociology at UW-Madison about our plans and the Executive Committee of the Department of Sociology at UW-Madison has strongly endorsed our efforts build a Ph.D. program at UWM (see appendix B). UWM’s new doctorate will differ from Madison’s Ph.D. in three primary areas: 1) whom the programs serve; 2) how they provide educational services; and 3) substantive content.

First, the Madison program is ranked among the top five Sociology programs nationally. It serves both national and international markets for students and graduates. We believe that there are state, regional, and local markets of students for a Sociology Ph.D. and for students with a Sociology Ph.D. that are not fully served by the program in Madison. We distinguish our proposed program in part, then, on the basis of the student and employment markets we intend to serve. While we expect some of our future students to compete well in the national academic market, we also acknowledge that Madison already serves that national market quite well, as most of its Sociology Ph.D.s end up in other states. It is in local, regional, and state markets that we think we can make a significant contribution with our new program.

We believe there is a significant demand by students for such a program and we will select the best possible students for admission into the program. Most of Madison’s Sociology Ph.D. students are drawn from outside of Wisconsin. Though we expect to draw students nationally because of our reputation in our specialties and because our M.A. program already does so, our proposed program will focus on admitting and graduating the best possible Sociology students, while also serving the urban and southeastern Wisconsin region’s population, especially those students who are place-bound by virtue of work or family obligations.
Second, unlike the Ph.D. program in Madison, we will build our doctoral program around a late-afternoon and evening schedule of classes, which currently characterizes our master’s program. While we expect to offer some daytime courses, the evening schedule will give a wider array of students, including those already employed, the opportunity to pursue doctoral-level education in Milwaukee and the southeastern Wisconsin.

Third, the substantive content of the two programs differs. Madison offers its students more than 30 different specialty areas within the field of Sociology. Rather than attempting to compete with such a diverse array, the UWM program will offer a deep, focused, and integrated program centered on the historical strengths of the UWM Sociology faculty, strengths that also lie at the core of the discipline as a whole. Students will focus their course work in the study of either social inequalities or social institutions. All students will take a broad, but comprehensive, survey course in each of these two interconnected areas. The Sociology of Inequality course will critically examine key theories and empirical analyses of social inequalities, including differences based on class, race, gender, ethnicity, among others. Students choosing this area of concentration subsequently will take additional courses that examine in-depth, particular forms of inequality. The Sociology of Institutions course will examine critically the main theories and empirical analyses of social institutions, including politics, education, family, economy and work, medicine, and religion. Subsequent courses in this area of specialization will provide deeper analyses of specific social institutions coinciding with faculty expertise and student interests.

While we expect to provide students significant flexibility with respect to determining their own research interests, our current MA program has long distinguished itself as one that is oriented toward the application of sociological ideas and methodologies to practical applications and to specific social problems lying at the intersection of social inequalities and social institutions. We intend to build our program around these strengths by focusing our curriculum and future recruitment efforts in these areas.

4.2 Comparable Programs Outside Wisconsin:

There are four doctoral programs in neighboring states with some geographic proximity to the proposed UWM program, three in the Chicago area and one in Minneapolis. Programs at Northwestern University, the University of Chicago, and the University of Minnesota-Minneapolis bear significant similarity to Madison’s program in that they operate in a national market for students, serving primarily national demand and needs rather than regional or local ones. The University of Illinois-Chicago (UIC) program is more akin to our proposed program in terms of its general aims and the population it serves. Nonetheless, as with the other three programs, UIC does not represent plausible competition for the proposed program given that we intend to primarily serve the urban and regional population of southeastern Wisconsin, where commuting distance will be a significant factor in school selection. That said, the proposed program will be qualitatively competitive with other programs in the area and nationally, with the aim of competing for strong Ph.D. students just as we compete with others for strong faculty
members. And we should note that the current chair of the UIC program, who served as an external reviewer for the department in 2007, strongly endorsed our plan to implement a Ph.D. program at UWM.

4.3 Regional, State and National Needs:

National trends and employment data suggest a solid market for Sociology Ph.D.s, though these have been clouded somewhat by the recent economic downturn in the United States. The American Sociological Association (ASA) reports that 1650 positions were listed for Sociology Ph.D.s in the association’s job bank in 2006, the highest listing of jobs over the last decade. This listing covers mainly the academic market for assistant professors and therefore shows only a portion of the overall job market. Compare this number to the roughly 550 Ph.D. degrees awarded in Sociology each year. More specifically, in 2006 the ASA reported that 610 assistant professor positions in Sociology were advertised, while in that same year just 562 Sociology Ph.D’s were awarded. Data on job listings do show declines in job postings for academic sociologists between 2006 and 2008. However, these data reflect short-term trends in state budget shortfalls and the international recession; they may not be indicative of long-term trends. In fact, even by 2008, signs of recovery were evident. The market for new PhDs declined more between 2006 and 2007 than between 2007 and 2008. Moreover, ASA job listings are only a fraction of jobs for which new PhDs qualify. The ASA analysis does not include postdoctoral positions, positions for which no rank is specified, academic jobs that do not involve national searches, nor many non-academic jobs.

While good statistics on the local market are difficult to obtain, a number of facts underscore the potential regional demand for graduates with advanced training in Sociology. For instance, there are a large number of colleges and universities in Milwaukee, southeastern Wisconsin, and the state as a whole that will be needing new Sociology faculty in the coming years and that will be attracted to our students. The size and teaching mission of these institutions may limit their ability to draw on the national pool of Ph.D. candidates, creating a niche for locally-trained Sociology educators. Moreover, we have had conversations with Milwaukee area employers in the market research, banking, health care, insurance, and non-profit sectors who report that they are having difficulty recruiting and hiring highly skilled social research and data analysts to the Milwaukee area; these employers are already interested in what our MA students have to offer, but some have also expressed interest in expanding our offerings. One of the goals of our curriculum is to give students who desire it the extensive quantitative and qualitative methodological expertise that would allow them to tap into that demand. We expect that our program will generate Ph.D.s producing knowledge rooted in the surrounding area, obviously with attention to national and global-international parameters, but also addressing problems and possibilities close to home.

The ASA projects that about 32 percent of the 2001 faculty members in Sociology will retire by 2012, even as the production of Ph.D.s has declined in recent years from a peak of 604 in 1998.
And it appears that departments of Sociology are not downsizing; in 2000-01, 1.5 full-time Sociology faculty members were hired compared to 1.4 who departed. Between 1993 and 2003, the retirement rate in Sociology rose from 6.2 percent to 11.7 percent. Between 1993 and 2003, the ratio of new PhDs in Sociology to retirees with similar degrees declined from 0.62 to 0.29, signaling a continuing need for new PhDs in the labor market. Looking closer to home, the UW System has reported that it expects to lose almost 40 percent of its faculty by 2010, a prediction that encompasses all academic disciplines. Moreover, the Milwaukee area is home to more than 10 institutions of higher education that focus primarily on undergraduates and that tend to focus their faculty recruitment efforts locally.

This positive outlook in the academic market for Sociology Ph.D.s is traceable not only to retirements, but to the strong growth in the numbers of students earning baccalaureate degrees in Sociology nationwide and locally. Since 1990, the number of such graduates has increased by 70 percent, from 16,000 to more than 27,000 in 2004. Moreover, the number of masters degrees awarded has increased by nearly 60 percent. As of 2003-04, Sociology courses accounted for 21 percent of all social sciences courses taught at four-year institutions, a number on par with political science and economics. In the same year, sociologists taught more courses per semester than all but one other discipline. The discipline has also attracted increasing numbers of undergraduates within the University of Wisconsin System. System data reveal that the number of undergraduate degrees conferred in the discipline of Sociology has increased by nearly 30% from 1995-96 to 2005-06. At UWM, the total annual number of credit hours taught by the Department of Sociology has increased by 58% from 1997-98 to 2004-05. Over the same period, the number of UWM undergraduates majoring in Sociology has increased by 67%. Thus, at national, state and local levels, the demand for sociological courses and training has been rising consistently and sharply over the past decade.

Data on the non-academic market for Ph.D.s in Sociology is harder to come by, but there are encouraging signs that this employment market is strong as well. The most recent National Science Foundation survey of earned doctorates reveals that, between 1997 and 2003, only 1.3 percent of Ph.D. sociologists were unemployed (a rate among the lowest of the life, physical, and social science disciplines surveyed). And only 4.4 percent of Sociology doctorates reported working involuntarily out of the field. According to the ASA, unemployment rates for sociologists with doctorate degrees have remained under 3 percent at least as far back as 1993. Given the long-term trend data on sociologists with doctoral degrees, it is expected that new PhDs in the field will continue to experience low unemployment rates; they will be sought after to replace retirees in academia and to fill job positions in the private sector conducting sociological, social science, or market research.

According to the Bureau of Labor Statistics (BLS), there were 16,440 individuals employed in 2008 as Sociology teachers at the post-secondary level. In Wisconsin, there were 420. Projections for job growth in this occupation for sociologists and for Wisconsin sociologists are not available. However, the number of post-secondary teachers in the social sciences is expected to grow by 23 percent by 2016. In addition, there were 4,390 individuals employed as
sociologists whose primary function is research. In Wisconsin, there were 80. Projections for this job category, once again, are not available for Wisconsin. However, the BLS projects a 10 percent increase in the number of sociological researchers by 2016. In addition, market and survey research occupations absorb many new PhDs in Sociology. This occupation is very large (over 260,000) and expected to grow 20 percent by 2016. Thus, information from the BLS indicates a strong demand for new PhDs in Sociology now and in future years.

Our own assessment of the local and regional labor market is that there is a significant untapped potential for Sociology Ph.D.s in both academic and non-academic settings. Our strong M.A. program has had a great deal of success in recent years in placing our students as researchers and analysts in both for-profit and nonprofit settings, including A.C. Nielsen Research, Kohl’s Department Stores, M&I Bank, Hunter Business Group, Market Probe, TrustSolutions, the Alliance for Families and Children, The Center for Addiction and Behavioral Health Research, the Center for Urban Initiatives and Research, and Ejj Olson and Associates, among others.

Beyond the evident need by Sociology students for such a program and the need by employers for Sociology Ph.D.s, there are the needs of the Department of Sociology itself and of UWM more generally. Ph.D. programs are a crucial component of any strong research university. The cross-fertilization of experienced researchers and intellectuals with bright, energetic, and ambitious, advanced students is central to the production of new knowledge as well as to the transmission of that knowledge. Moreover, the existence of a Ph.D. program in Sociology is an extremely important factor in recruiting the best minds and most productive scholars to join the UWM research and teaching faculty. Moreover, consultants who recently looked in depth at our program as part of a departmental review process have spoken strongly in favor of the new program. In spite of their initial questioning of the wisdom of a new Ph.D., the external consultants reported, “We independently came to the conclusion that the Department should aggressively pursue the creation of a Ph.D. program. UWM has the potential to create a highly respected graduate program that would make a contribution to the discipline” (emphasis in original).

4.4 Student Demand--Future Enrollment:

For quite some time, the students in our existing master’s program have expressed an interest in a Sociology Ph.D. program at UWM. A number of students employed as researchers and analysts in local for-profit and nonprofit settings have reported to us that they would be interested in further training and higher credentials in Sociology. Students who have gone on to other Ph.D. programs have indicated that they would have strongly considered (and in many cases preferred) staying at UWM, had a Ph.D. in Sociology been available to them. The external reviewers of our MA program polled our current students (January 2007) and reported that, among the 50 percent of those students intending to pursue a Ph.D., “when asked if they would continue at UWM if there was a doctoral program, they overwhelmingly said yes.” In addition, we have received many indications from past accepted applicants to the master’s program that
the absence of a Ph.D. option influenced their decision to pursue a Sociology graduate degree elsewhere. Among our current cohort of nine first year master’s students, seven have indicated an interest in applying to our Ph.D. program if it is approved and up and running by 2011, about the time they will be finishing their M.A. degrees.

The program intends to admit 5 students in each of its first three years and 5 students in succeeding years, funding the majority but not all of those students. As with the current master’s program, we intend to offer the majority of our classes in the evenings to accommodate part-time students who will not be seeking teaching assistantships.

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4.5 Collaborative or Alternative Program Exploration:

Collaboration with another institution to offer this program is not an option at this time because there are no other programs in the state (other than at Madison) which offer an M.A. in Sociology. There is no alternative program structure that would accomplish the goals of the Ph.D. program proposed here.

5. ASSESSMENT AND ADVISING

5.1 Assessment:

Doctoral programs, and especially those in the early stages of implementation, have long time horizons and therefore require some time to pass before full program assessments can be conducted. Nonetheless, we intend an ongoing schedule of assessment activities that will begin within the first year of the program’s inception, as follows:

- Annual Review of Student Evaluations of Faculty: The department graduate committee will review course evaluations at the end of each semester as a means for gaining feedback on the program from its students.
- Peer Review: Per UWM GFC guidelines, the program will undergo a full review after its five years in operation. The above internal self-study will be updated and serve as the starting point for this review conducted by the GFC.
- Student Assessments: As we do currently with our Master’s program, we will conduct confidential surveys of our graduate students as they complete the program. These will be reviewed by the DGS and graduate committee and used to evaluate and make changes in the program as necessary to achieve the goals set out in section 3.2
• **Internal Self Study:** Using the objectives outlined above in section 3.2, performance data will be collected from two primary sources: the preliminary examination and the oral defense of the dissertation. At these two points, the faculty members on each student’s examination and dissertation committees will be asked to formally assess in written form whether the student has achieved the objectives set out by the program. The graduate committee will meet annually to discuss these reports and consider and plan for any necessary programmatic changes. At the end of the fourth year of the program, the Director of Graduate Studies will commence a complete written analysis of the program, from its admissions procedures to the performance of its students and faculty using the above assessment data (from student evaluations of faculty, student assessments, preliminary examinations, and dissertations), and adhering to the UWM Graduate Faculty Council (GFC) review template.

• **Alumni Assessments:** We will conduct a survey of program alumni (including those who have left the program prior to finishing) every five years to assess their view of the program and its strengths and weaknesses with respect to program goals.

In combination, these assessment mechanisms will be used to determine the success of the program in meeting its objectives with respect to the scholarly training, professional development, and career enhancement of our students. The data collected through these assessment activities also will help identify problems and areas where the program can be improved.

**5.2 Advising:**

As with the current master’s program, each new student will be assigned an initial advisor from among the department’s faculty. By the second year in the program, students will be expected to select their own major advisor and, in consultation with this advisor, a committee for preliminary examinations and the dissertation. The major advisor for each student, assisted by the student’s dissertation committee and the director of graduate studies, will take primary responsibility for guiding the student successfully through the program and into the labor market and career opportunities. As it has done for its master’s students, the department will sponsor and host or direct students to “brown bag” and other forums concerning curriculum vitae and resume preparation, college pedagogy, grant writing, job seeking, and other career mentoring activities.

**5.3 Access for Individuals with Disabilities:**

The UWM campus and the Department of Sociology are committed to providing equal opportunities for all students and student employees. Students with disabilities will be referred to the UWM Student Accessibility Center (SAC) to create a personalized plan for accommodating their needs, and the department will conform to all university and professional guidelines for meeting those needs. SAC offers services to persons with visual, auditory, physical, medical, learning, or psychiatric disabilities. Its Computer and Assistive Technology (AT) Lab houses a
variety of devices and resources to accommodate the needs of persons with disabilities, including those relating to computer access, communication/telecommunications, and environmental control. It also takes the lead in monitoring the university's web page standards, which promote website accessibility and utility. The Department's physical space in Bolton Hall conforms to all relevant legal requirements regarding access to administrative, classroom, and other areas for persons with disabilities. Office space for students also will meet these guidelines, and the program will accommodate special needs of students pertaining to computers and related technology used for their teaching and research.

6. PERSONNEL

6.1 Current Faculty Requirements:

Currently, the Department of Sociology employs 17 faculty members, all of whom will be expected to be involved in the new program as instructors and mentors/advisors to Ph.D. students. One individual has a joint appointment in another academic unit, reducing the department’s actual faculty FTE to 16.5.

A standard teaching load for faculty members in Ph.D.-granting departments is four courses per year, the same as the department’s current course load. The department will undertake a review of its procedures for setting a course schedule in the context of identifying what students at all levels need to complete their programs of study in a reasonable time frame. We expect this examination of our current practices to identify ways to schedule our necessary classes more effectively, identifying courses that can be offered less frequently or for which fewer sections will suffice and resulting in a decrease of 2-4 sections per year that the department has to offer. We also expect our advanced graduate students to teach sections of courses that formerly were taught by faculty members or academic staff. A 50% teaching assistant teaches 4 sections per year, so the remaining number of sections relinquished by faculty members can be covered by a small number of graduate students (no more than 2.0 FTE).

The department can deliver the Ph.D. curriculum with the creation of the two core courses: “The Sociology of Inequality” and “The Sociology of Institutions.” However, we anticipate expanding our graduate course array by 2 to 3 additional graduate courses during the initial three years of the program. While we will likely expand our array of courses as the new program develops, our analysis of our course offerings over the past five years indicates that we already have sufficient course offerings in the two planned specialty areas to meet the demands of the new program; with the onset of the new program, we will need to offer these courses on a more regularized basis than has been possible in the current master’s program. With careful planning as described above and a small increase in the number of graduate teaching assistants, we will not require any additional faculty members to deliver these additional courses.

6.2 Additional Faculty Requirements:
With the hiring of 3 additional faculty members for academic year 2008/2009, we do not anticipate the immediate need for additional faculty members to support the new program. With the potential for several retirements on the horizon, however, it is critical that the department be allowed to recruit so as to maintain, if not increase, its current strength of graduate-level faculty members.

6.3 Academic Staff:

For 2009-2010, the department will employ 5.5 FTE instructional academic staff, none of whom would be assigned to the Ph.D. program. However, to meet the SCH/FTE ratios set by the College, the mix of academic staff, course offerings by Ph.D. students and faculty will need to be evaluated on an annual basis. As the Ph.D. program grows, we expect to gradually reduce the number of academic staff members in the department, reallocating those resources from the instructional academic staff to support for Ph.D. students, who will teach their own courses.

6.4 Classified Staff:

The Ph.D. program will require an increase in our classified staff support from the current 1.5 FTE staff allocation to 2 full-time staff members, to help facilitate recruitment efforts and admissions procedures and to manage teaching assistant assignments and monitor academic progress of new doctoral students.

7. ACADEMIC SUPPORT SERVICES

7.1 Library Resources:

The Golda Meir Library provides adequate support for sociological research and instruction envisaged for this program. The funds available for the purchase of books, serials, and other research materials in Sociology have not kept pace with the rising costs of academic publications have forced faculty to rely more extensively on Interlibrary Loans to meet their research needs. Therefore, while we are concerned about cuts to the library budget, the department nonetheless believes that through use of existing resources, ILL, and the increasing prevalence of online research databases, the current library resources are adequate for the future needs of the Ph.D. program in Sociology.

7.2 Access to Student Services:

Doctoral students in Sociology will have access to full array of student services already made available at UWM. The department will work with the UWM Graduate School in assisting students with admission and the securing of financial support, as it currently does with the M.A. program. The Department already provides counseling and placement services for its students.
through its advising plan, as discussed in section 5.2. In addition, the department requires master’s students to take a professional seminar in Sociology (Sociology 701), which doctoral students will be advised to take if they have not already completed a similar course.

8. FACILITIES - EQUIPMENT

8.1 Capital Resources--Existing Facilities and Capital Equipment:

At present, the department is at capacity with respect to the space allocated for faculty, academic staff, TAs, and classified staff. There are no unused offices nor are there any “swing space” offices to house teaching and research assistants (as funding becomes available). Our classroom space is adequate for traditional teaching methods, although a lack of access to large capacity lecture halls limits our ability to offer mass lectures and restricted access to fully mediated classrooms and labs constrains some offerings. Capital expenditures, which have primarily been computer equipment, have been met by the College’s limited technology fund or by faculty out of their own funds. All faculty, academic, and classified staff members have their own computers, and TAs have access to shared computing equipment. The department also has a two-computer statistics lab, with advanced statistical software, for use by faculty and staff members, as well as all graduate students.

8.2 Capital Budget Needs--Additional Facilities Required:

To appropriately house Ph.D. students and provide offer space to support research assistants, the department will need three to five additional offices, each to be occupied by 2-3 students, over the next five years. At least two of those offices will be needed for the initial year of the program. We also will need to purchase computer equipment for each office. Other furnishings can be acquired from previously used items.

8.3 Clinical Facilities:

Not applicable.

8.4 Security:

As with all programs at the University, individual instructors are responsible for ensuring the integrity of student work in their courses. Oversight of the program itself is the responsibility of the department faculty. As discussed in greater detail in section 5.1, regular reviews aimed at assessing the success of the program at meeting its learning outcomes will be the responsibility of the director of graduate studies and the graduate committee, which will use the information gathered through the assessment process to improve the quality of the program. This level of oversight will attest to the credibility of credits and degrees earned by students in the program.
Monitoring the use of learning resources is not the purview of the program but rather a systemic issue. Procedures are in place to ensure the proper use of campus resources.

9. FINANCE

9.1 Operating Budget and Budget Narrative:

As discussed in section 6.1, above, we do not anticipate that the development of a doctoral program in Sociology will require new faculty hiring. Assuming we will be able to promptly replace current faculty members that retire from or leave the department, we will be able to operate the program with faculty staffing that is comparable to the successfully run UWM Ph.D. programs in the other social science disciplines. The program will require some additional resources to fund graduate students as teaching assistants, a half-time classified staff position to support the new program, and funds to cover additional supplies and expense needs and the purchase of computer equipment. It also may require temporary funds for ad hoc instructors to cover course sections currently taught by faculty members who will be redeployed to teach new graduate-level courses.

Four new graduate courses will be developed. We anticipate teaching two of them in year 1, three in year 2, and all four in year 3. We expect to fund those sections with savings from implementing instructional efficiencies in our undergraduate courses. However, because we do not have a completed plan for implementing such efficiencies, we have included in the budget the cost of hiring instructional academic staff to teach the courses vacated by the faculty members who will teach the new graduate courses.

The largest part of the resources required for the program will support doctoral students serving as teaching assistants. We envisage a small program of 5 new students each year, of which we expect to fund 4. In general, two doctoral students can be funded from 1 full-time equivalent (FTE) instructional position. For the program to be successful, we believe that by the time the program is up and running at full capacity in year 4 (2014), we need to be able to fund 16 doctoral students (4 new students per year for a maximum of 4 years, or 8 FTE) as teaching assistants in an ongoing basis. We expect to be able to fund these students by reallocating funds from both our M.A. and instructional academic staff budgets and from GPR reallocations from the College of Letters and Science. By their second year in the program, these students will be teaching their own undergraduate courses and thereby supporting the department’s undergraduate teaching mission. In what follows, we detail the proposed the funding sources for these positions for each of the first 5 years of the program (details on the first three years are provided in our attached budget document, Appendix C).

Year 1, 2011-12: We will fund 4 doctoral students. Two students will be funded by reallocating 1 FTE currently assigned to the master’s program to the doctoral program. The other two new students will be funded from GPR reallocations from the College of Letters and Science. Also, we will add a half-time academic/classified staff position in this first year to help facilitate
recruitment efforts and admissions procedures and to manage teaching assistant assignments and monitor academic progress of new doctoral students. Finally, the new program will require a small increase in the department’s supply and expense funds ($1,500) and an additional one-time allocation ($1,000) for the development of recruitment materials. Funds are also requested for computer and software purchases for the offices of the new students/TAs ($2500). The budget includes a 0.25 lecturer to teach two course sections vacated by faculty members. As discussed above, if instructional efficiencies are achieved, these funds may not be needed.

Year 2, 2012-13: We will fund 8 doctoral students, including 4 new students. The 4 new students will be funded from 2 FTE GPR reallocations from the College of Letters and Science. In this second year, the new program will require funds for computer purchases for the offices of the new students/TAs ($2500). S&E funds remain at $1,500, but the budget includes a 0.38 FTE lecturer to teach three sections vacated by faculty instructors. As in Year 1, these funds may not be needed.

Year 3, 2013-14: We will fund 12 doctoral students, including 4 new students. The 4 new students will be funded from 2 FTE GPR reallocations from the College of Letters and Science. In this third year, the new program will require funds for computer purchases for the offices of the new students/TAs ($2500). No additional S&E funds are requested, but the budget includes a 0.5 FTE lecturer to teach four sections vacated by faculty instructors. As in the prior years, these funds may not be needed.

Year 4, 2014-15: We will fund 16 doctoral students, including 4 new students. The 4 new students will be funded from 2 FTE reallocations from the department’s academic instructional staff budget. No other funding will be needed.

Year 5, 2015-16: We will fund 16 doctoral students. We will give back to the College of Letters and Science 2 FTE GPR reallocations from the College of Letters and Science and replace those 2 FTE with a 2 FTE reallocation from the department’s instructional academic staff budget.

To summarize: The new program will not require new faculty hiring. We will require an additional half-time classified staff person and some funds for increased S&E costs and the purchase of computing equipment. In terms of doctoral student support, at capacity (by 2014-15), the new program expects to financially support 16 doctoral students as teaching assistants, requiring 8 FTE. By the third year of the program (2013-14), 12 students will be funded, 2 from reallocations from the Sociology M.A. program, 10 from reallocations from the College. In year 4 (2014-15), we will fund 4 additional students with reallocations from the department’s instructional academic staff budget. By year 5, we expect to be able to return 2 FTE of the initial outlay of 5 FTE provided by the College and replace these funds by additional reductions in our instructional academic staff budget. Currently, the latter budget stands at 5.5 FTE. We will reduce this to 3.5 in 2014 and to 1.5 FTE in 2015, via retirements, attrition, or outright cuts. Doctoral students will take over a large part (4 FTE out of a current budget of 5.5) of the teaching load currently carried by academic instructional staff. Therefore, though the College
will be asked to initially to reallocate 5 FTE as part of the startup costs for the new Ph.D. program (excluding the instructional academic staff that may not be needed), the longer term cost to the College will be 3 FTE in GPR reallocation to support graduate students.

9.2 Operating Budget Reallocation:

As discussed in section 9.1, above, the proposed budget requires reallocation of funding from two sources to support the implementation of the new program. First, the department will reduce the number of MA students funded by the department by one FTE at the inception of the program, so as to offer support for two first year Ph.D. students. Second, the program will request a reallocation of 5 FTE from the College’s GPR to support 10 doctoral students as teaching assistants by the beginning of the third year of the program (2013-14). Third, by year 4 of the Ph.D. program, we expect to move support from two academic staff positions to support for four advanced Ph.D. students. Fourth, by year 5 we expect to move support from two academic staff positions to support for four advanced Ph.D. students as teaching assistants, thereby decreasing the College’s initial reallocation of FTE to the program from 5 to 3.

9.3 Extramural Research Support:

Several Sociology faculty members have received and/or are pursuing external sources of funding for their research that could be used to help support research assistants. Department faculty members believe that their ability to compete for extramural grants and contracts has been hampered by both the department’s status as a master’s only unit and the related absence of a predictable pool of advanced graduate students to train and employ in funded research. Clearly, the vast majority of grant and contract monies in all academic disciplines are awarded to doctoral programs. The ability to work with more experienced graduate students on multi-year research programs is one of the important synergies involved in providing doctoral education.

The department also is in the formative stages of developing strategies for obtaining gifts that could help to support graduate education and research. The department has obtained modest funding for graduate education and is developing further plans to augment our efforts in this area.

