

**External Review Final Report
University of New Mexico
Department of Sociology**

by

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The external review team visited the University of New Mexico campus from the morning of Wednesday (September 20, 2006) until the afternoon of Friday (September 23, 2006). We met with each faculty member in residence, the department head, the Dean of the College of Arts and Sciences, the Dean of Graduate Studies, the Deputy Provost for Academic Affairs, the Assistant Vice President for Research, the Vice President for Undergraduate Education, the Accreditation Director, and two representatives from the Faculty Senate (Curricula and Graduate representatives). We met as a group with graduate students (nine attended) and with the staff of the department. We appreciate the hospitality that was shown to us and the candidness of people in their conversations with us. In this document we report some of the views formed from our reading of the documents that were sent to us and from our campus visit and discussions with interested parties. This document is broken into various sections: the research program; the instructional program; contributions of the department to the life of UNM; other matters; and conclusions.

The Research Program

Overall Quality of Unit on Regional and National Standards

The Department of Sociology at the University of New Mexico established its doctoral program in 1978. The department includes 17 tenured/tenure-track faculty members and 40 graduate students. Overall, the department is a solid program that does well in the training of students and in publications. From a national perspective, the department was not ranked among the top 65 sociology doctoral programs in the *U.S. News and World Report* 2001 Ranking of Sociology Doctoral programs. The department is likely among the top of the unranked sociology programs. The group of departments ranked in a tie at 59th in the survey include Arizona State University, Boston University, Louisiana State University, University of Connecticut, University of Nebraska-Lincoln, University of Oregon, and University of Pittsburgh. From a regional perspective, the University of New Mexico's sociology doctoral program is fairly comparable in stature to those of Arizona State (ranked 59th alongside six other universities) and Colorado State University, and above those of Brigham Young University, Oklahoma State University, University of Oklahoma, Utah State University, and University of Utah.

One of the major strengths of the department is the strong hires that it has made over the last several years. The department has a strong group of assistant professors and recently promoted associate professors, a group that has been quite productive in publishing over the last several years. Moreover, in addition to publishing in a wide variety of journals, including specialty journals, the department faculty has published in the leading outlets in the discipline. Indeed, in a survey of articles appearing in the top three journals in sociology (*American Sociological Review*, *American Journal of Sociology*, and *Social Forces*), the department ranked 40th. This speaks well to the quality of research conducted in the department.

The department's major strengths are in the areas of criminology, sociology of Latinos, Latin American studies, collective behavior/social movements, comparative sociology, and medical sociology. Faculty members have made contributions to the literatures in each of these areas. While some research had taken place in medical sociology, the addition of Dr. Howard Waitzkin has solidified this area of concentration. One important niche that the department has is in the areas of the sociology of Latinos and Latin American studies, areas particularly appropriate given the location of the university.

While the graduate program is relatively small, it has a good group of graduate students in the program. One graduate student, for example, has recently interviewed for a position at Washington State University. Furthermore, the department has a strong record in the placement of its PhD's. Eighteen students that have completed their PhD's between 1995 and 2005 have attained tenure-track positions in research or teaching universities and colleges. Recent PhD's have gone on to positions at Florida International University, North Texas State University, Pennsylvania State University, University of California-Santa Barbara (via University of Tennessee), Pennsylvania State University, University of Memphis, University of North Carolina-Greensboro, University of Nevada-Las Vegas, and University of Utah. The department has compiled an excellent placement record, especially given its relatively small graduate program.

Profile and Distinction of Faculty and Students

The departmental faculty consists of 17 tenured/tenure track faculty members, two part-time/affiliated tenured faculty from other departments; one visiting assistant professor; 15 contract instructors, and four emeritus professors. The 17 tenured/tenure-track faculty includes seven full professors, six associate professors, and four assistant professors. Latinos and females each account for 29 percent of the tenured/tenure-track faculty.

The departmental faculty has amassed a good publication record. All have published over the last several years. However, the departmental publication record is uneven across ranks. In particular, there are a few full professors that have published consistently over the past five years, while the level of consistency is a bit higher at the associate level, and especially high at the assistant professor level. The department has placed its work in good, quality outlets over the last several years including *American*

Journal of Public Health, Comparative Politics, Criminology, Homicide Studies, International Journal of Epidemiology, International Journal of Sociology and Social Policy, Journal of Applied Statistics, Journal of Research in Crime and Delinquency, Journal of the Royal Statistical Society, Lancet, Latin American Research Review, Latino Studies Journal, Politics and Society, Qualitative Sociology, Social Focus, Social Networks, Sociological Perspectives, Social Psychology Quarterly, Social Science Journal, Social Science Research, Social Forces, Symbolic Interaction, Teaching Sociology, and Theory and Society. Particularly impressive is that the faculty has published three articles in *Social Forces*, a top-three journal in the discipline. As noted earlier, the department was ranked 40th in a survey of the affiliation of authors in the discipline's leading journals over the recent past.

The research and teaching quality of the departmental faculty have been recognized. These awardees include Drs. Broidy (Gunter Starkey Award for Teaching Excellence), Roberts (UNM Regents' Lecturer), Wadsworth (Gunter Starkey Award for Teaching Excellence), Waitzkin (Guggenheim Fellowship), and Wood (Best Book award by the American Sociological Association Section on Sociology of Religion).

Furthermore, approximately two-fifths (7 of 17) of the faculty have attained funding to support their research over the last several years. Agencies that have supported their research include the Bureau of Justice Statistics, Ford Foundation, National Institute of Alcohol Abuse and Alcoholism (NIAAA), National Institute of Justice (NIJ), National Institute of Mental Health (NIMH), and Robert Wood Johnson Foundation.

Moreover, the department's current graduate students have also attained significant achievements. For example, Christine Rack received the Tom Popejoy Award for UNM's Best Dissertation in 1997; Jerry Daday and Colin Olson received the College of Arts and Sciences' Gunter Starkey Award for Teaching Excellence in 2003 and 2005, respectively.

Faculty Specializations and Future Directions/ Opportunities for Future Development

The self-study is somewhat vague on the future directions and development of the department. We see several promising options within a clear overall framework. The departure of Dr. Useem and the impending near-term retirements of four senior faculty members create opportunities for renewal and reconfiguration. If the department can agree on a strategic plan, it may well be opportune for the administration to forward-fund one or two positions so that cluster hiring is a possibility. With artful recruiting as successful as almost all the recent hires, the department could significantly enhance its regional and national stature. We outline some areas that have significant potential for growth.

Criminology. Along with the planned lecturer appointment, we think the department needs at least one additional criminologist to solidify its cluster in this specialty. We

think a strong cluster here would attract more graduate students, generate more externally-funded research, provide more highly qualified graduate-student instructors for the undergraduate criminology courses, and perhaps incidentally increase the applied options for Master's-level students.

Latino and Latin American Studies/Comparative. The long-term departmental strength in comparative sociology has always tilted toward Latin America, and it seems strategically sensible to us that it will tilt even further in that direction: better to be competitively strong in a growing niche than to lag in comparison with larger departments and wealthier universities. (As it is, there is no Asian, African, or Middle Eastern expertise in the department, and the Europeanist will retire in the short term.) At the same time the Latin American tilt continues, we think the Latino emphasis should also grow stronger. Further, we believe that the department can probably join the incipient national trend toward linking Latino and Latin American Studies, a trend driven by increased hemispheric integration via finance and trade, immigration, and cultural cross-fertilization. UNM would be missing an historic opportunity were it not to explore ways to make better use of its strengths in each of these areas and in their linkages. Already there are increasing collaborations across departmental boundaries in research and mentoring. Sociology—in mutually beneficial partnership with political science, LAII, SHRI, and perhaps other units—could help UNM become a major player regionally and nationally in this area of specialization.

A Third Emphasis? We see two possibilities here, both hinted at in the self-study. The first is to expand from a Latino and regional focus toward social inequality (race, class, gender, sexuality) more generally. The second is to build on Dr. Waitzkin's research program and institutional commitments to create an emphasis in medical sociology, which is a nationally growing subfield. The prospect of a major grant from the Robert Wood Johnson Foundation makes this an attractive option. But for the department to embrace it would require a commitment of resources internally and also from the central administration. It would require the addition of a mid-career tenured scholar who would provide senior leadership after Dr. Waitzkin's retirement, and also a new appointment at the assistant professor level. It is not impossible to imagine the department moving in both these new directions, the former over a ten-year period, the latter rather more dramatically.

Appropriateness of Short and Long Term Goals

Overall, we see the department doing well, moving in the direction of greater strength and prominence, but not moving so strategically nor so quickly as would be optimal. The self-study seemed unambitious to us, perhaps reflecting a degree of inertia that is comfortable but constraining. We think the department needs to plan for accelerated change if it is to grow in stature, more sharply defining its emphases, renovating the curriculum, and allowing increasingly important roles for its younger faculty—who everyone agrees are excellent appointments. The senior associate professors and less senior full professors are critical to the success of this accelerated change process. Indeed, they can assist the change by some combination of (1)

administrative service, (2) reinvigorated research programs that include external grant- and fellowship-seeking, and (3) increased teaching or community service. It is clear that the department has an enviable record of recent faculty recruitment and has reached a point at which it should be gathering momentum toward collective upgrading.

The Instructional Program

Integration of Undergraduate Majors in Sociology and Criminology and Appropriate Balance to Each

The sociology and criminology majors seem to be well integrated and this integration appears well thought out by the department. Across the country most sociology programs have core course requirements of one or more introductory level courses and then a theory course (of some kind), a research methods course, and a statistics course. The UNM Department of Sociology requires for its sociology majors introductory sociology, two theory courses, a research methods course, and two statistics/data analysis courses. Those who major in criminology are required to take introductory sociology, one of the two theory courses, research methods, and one of the two statistics/data analysis classes. Thus, the core courses for both majors are rather similar—and yet recognize differences in the two majors. In sociology the remainder of the curriculum allows a large range of choices for students while in the criminology major there are many more required substantive courses. This makes sense, given the desire to have students concentrate in the subarea of criminology. Again this appears reasonable and we heard no concern from the people we talked to about this integration.

In terms of balance, there are many more majors in criminology (556) than in sociology (244). There is need for additional faculty strength in criminology. That need is being addressed in the hiring of a full-time lecturer to teach criminology courses. The department should consider whether its next tenure-track faculty position should also be in the area of criminology. We count three tenure-track faculty as focusing primarily in the area of criminology. Criminology will be an area of continuing pressure given enrollments, and there is a possibility of a niche in the area of sociological criminology at the graduate level. We recognize that this is an issue that needs to be discussed carefully by the sociology faculty.

Impact and Visibility of Instructional Programs

The Department of Sociology teaches a large number of students in its criminology and sociology programs. The teaching consistently earns “good” to “excellent” ratings in student evaluations. The department’s contributions to the core curriculum and to other campus programs seem to be effective and highly appreciated. The department also encourages internships and service learning.

In our view, there are two important curricular issues that require attention, and we are pleased to note that the department has begun to attend to them: the organization

and delivery of the introductory course (Sociology 101) and the relative lack of variety and innovation in the undergraduate offerings.

With respect to Sociology 101, the department recognizes difficulties here and has begun exploring solutions, as the self-study reports. We think the department should strongly consider the option of offering fewer medium-sized (50-200) sections and instead organize a large (400-700) professor-taught class with TA-led discussion groups, along with a few small (20-30) sections coordinated with the freshman learning communities or serving the evening/weekend clientele. Since Sociology 101 is a primary recruitment source for majors, an experienced professor's lectures combined with participatory discussions may help address the numerical imbalance between sociology and criminology majors. Graduate students who would lead discussion groups (usually termed "sections" at other universities) would gain valuable teaching experience before being asked to teach courses on their own. In individual confidential interviews with our team, several faculty members expressed their willingness to teach Sociology 101 in the large lecture format we are urging. A final advantage of this proposal is that it should free up some faculty and graduate student resources to address the other issue that we have identified.

With respect to the lack of variety and innovation in the curriculum, with too few exceptions, the sociology curriculum seems very conventional, somewhat dated, needlessly stale, at both the lower- and upper-division levels. On many campuses today, sociology students have the opportunity to study such topics as popular culture (television, music, sports); sexuality; immigration and transnational communities; global social movements; environmental issues and policies; and others. Of such courses, there is only one—a course on environmental issues that was proposed by a recently arrived adjunct faculty member. We think it would help reinvigorate the department if both faculty and graduate students were encouraged to design new courses in areas of interest to the current generation of students.

*Comprehensive Program of Assessment:
Further Development and Approaches*

The self-study outlines some new developments and some future strategies for a fairly comprehensive program of assessment. Many units at our own universities are reasonably satisfied with traditional assessments based on student work in courses; working with students over their undergraduate and graduate careers; and observing them develop as students, people, and professionals. Satisfaction with classes from the students' points of view is reasonably gauged in student evaluations. Most programs have some contact with graduates at both the baccalaureate and graduate degree level. The same is the case for sociology at UNM.

In addition to these traditional methods, the Department of Sociology has developed a survey based on a set of questions used by the American Sociological Association (ASA). This survey uses a very comprehensive set of questions regarding the reasons students choose to major in sociology and/or criminology, what they learned

as part of their major, what sorts of activities they participated in as part of their major, their satisfaction with aspects of the program, and several questions about plans for work after graduation. These should provide valuable information to the program.

Currently lacking, however, are assessments that go beyond traditional class assessments of gains in knowledge and skills or the self-perceptions of gains and knowledge. Yet efforts were made in the late 1990s, which are described in the self-study. These were abandoned when the emphasis on, and support of, such efforts faded. We talked with people from other units that seemed to have gone through a similar process and trajectory.

The Department of Sociology's self-study describes the outlines of an assessment strategy. The department appears to have carefully delineated the skills/knowledge it wants to assess for sociology and criminology majors. The proposed assessments provide learning goals and objectives, methods of assessment, and specific indicators of success. The students assessed would be enrolled in selected junior and senior classes. These students would be given assignments/exams specifically aimed at assessing their skills/knowledge in the areas of theory, methods, and substantive areas. We should note that this sort of assessment is time consuming and should be made as simple as possible. Assessment is important but should not drive the educational program.

At the graduate level non-traditional forms of assessment are less developed—but it is at this level that traditional forms are probably most adequate. Graduate classes are smaller and the progress of students is more easily gauged. Independent work that involves theory, methods and substantive knowledge is assessed by individual instructors in small class settings. Masters theses often serve to inform the faculty of how well individual students are doing (a capstone experience). At the PhD. level such scrutiny is even more intense with comprehensive examinations (both written and oral), and the production and defense of a dissertation. Still the department makes suggestions for additional assessment: the rating of theses and dissertations on a scale of excellence developed by the Office of Graduate Studies, the publication of theses and dissertations, the placement of graduate students from the program, and student awards.

Student and Learning Outcomes

Sociology and criminology are very popular majors. Data that we were given on-site show that (in 2005) the Department of Sociology had the second largest number of baccalaureate degrees awarded and the third largest number of majors among the units in the College of Arts & Sciences.

The requirements for the sociology major are very solid. They include an introductory course and two theory courses, two statistic/data analysis courses, and a research methods course. This is a more extensive core in theory and statistics/data analysis than in most programs at research universities. The senior graduation rate (the number of declared majors who were seniors and who graduated) was 42% (according to

the data we were provided). This was the second highest in the College of Arts and Sciences.

At the undergraduate level, the department surveyed 41 graduating seniors using an extensive questionnaire based on the ASA survey. They found that students believe that they have learned a number of skills related to writing, analyzing and interpreting data, critical thinking, and knowledge in substantive areas of sociology. They seem highly satisfied with their program. Interestingly, the results of this survey can be compared with results from the national survey conducted of sociology majors by the ASA. In terms of “skills learned,” sociology majors at UNM perceive that they have learned at least as much as those majors interviewed in the ASA survey. Particularly impressive are student responses on the use of computers and statistical software (probably an outgrowth of the second required statistics/data analysis course).

We examined the course evaluations of faculty members in the department and found a range of evaluation scores but no reason for concern. The items that we examined evaluated courses on the basis of content, the instructor, and the course in general. One would hope that these evaluations were related to student learning outcomes. As mentioned earlier, we should not ignore the more traditional modes of assessment. Students are tested in the core areas of methods, statistics, and theory within their courses. They have projects, written assignments, tests, oral presentations, and so on in many of their substantive classes. Students must pass these courses to become sociology/criminology graduates. There is an honors program that involves written projects and presentations and exposure to advanced materials. Students who come through this program have proven themselves to be capable of independent research and graduate-level work.

At the graduate level there are in place the traditional forms of evaluation in small class settings, research papers, tests, and theses for masters level students. For PhD. students the assessment often takes place in small class face-to-face interaction, with independent written work, class presentations, the passing of written and oral comprehensive examinations and the production and defense of a dissertation. Clearing these “hurdles” provides evidence of a solid positive educational outcome. It is a certification of skills. The faculty seems to be satisfied with the overall quality of students in the graduate program. They are justly proud of their unofficial data on placement of their last 34 PhDs granted between 1995 and 2005: 18 received tenure-track appointments; ten received non tenure-track teaching appointments; and four received post-doctoral appointments or other research appointments.

Implications for Accreditation

We assume that the accrediting team will be particularly interested in the state of assessment within the department (and, of course throughout the university). The department has made progress in this area and is working on new forms of assessment that would move them towards the assessment of skills and knowledge that is beyond the traditional assessments of student outcomes in their program. An accreditation team may

also be interested in how well the criminology major can be covered by the current faculty and the extent of reliance on adjunct faculty and graduate students in teaching that major.

Contributions of the Department to the Life of UNM

Contribution and Mission as Related to the Strategic Directions of UNM

Simply stated, the Department of Sociology's stated mission is "to serve the educational needs of the citizens of the state, and those of the nation and the world" (Self-Study, pg. 4). Such is the overall mission of the University of New Mexico as well. In his meeting with the review team, Dean Peter White elaborated further how the University of New Mexico pursues its general mission. First, UNM strives to stand as a Carnegie I Research Institution and the flagship institution of higher education in the state. Second, UNM seeks to provide excellent educational opportunities for its undergraduates. Third, UNM provides a highly accessible path to higher education to the state's diverse populations, especially to first-generation college students with limited financial means.

The Department of Sociology attends directly and indirectly to Dean White's articulation of UNM's major goals. Through faculty research and funded projects, the departmental faculty contributes to the university's research mission. The highly productive research activity of the faculty's junior ranks is to be commended and supported, as the pace and quality of their scholarship is very likely to propel the department towards more national visibility and academic ranking—a goal that was expressed by all department faculty, from the advanced senior to junior ranks. The graduate program is solid and growing again, after some years of relatively few students in the entering cohorts. The Institute for Social Research (ISR) finds itself in transition, but on the right track in rebuilding under new and active faculty leadership and with a research agenda that is likely to continue to attract external funding.

The Department of Sociology provides major contributions to undergraduate education, as evidenced in the popularity of its major (criminology/sociology), high student demand for its courses, and its course inclusion in the university's general education requirement. Because of high student demand, particularly in the criminology track, attention needs to be paid to the quality of instruction and learning, especially in the entry-level courses. However, the department is well aware of this challenge and is trying to resolve difficulties. At the same time, the department's criminology major appears highly attractive to minority students, providing a path to (most likely) first-generation college students who are keenly intent on pursuing a degree with job prospects at the end of their college career. Such accessibility to minority students indirectly addresses Dean White's observation that UNM seeks to educate a broad range of the state's population.

Finally, as the self-study notes, faculty and students further contribute to the quality of life in the state through the provision of special training and programs, such as

those coming from the medical sociology field within the department and the sponsorship of student learning activities, public forums, and symposia.

Contributions to Other Academic Units and Collaborative Initiatives

Formal ties exist between the department and UNM's Latin American and Iberian Institute (LAI) through the LAI master degree program. Students pursuing an MA in Latin American Studies (LAS) must concentrate their work in two disciplinary fields from the social sciences or humanities. Sociology faculty members advise LAS students in their program of study and offer courses on Latin America or other electives appropriate for LAS students. In addition, students from other disciplines and programs, both within and outside of the College of Arts and Sciences, pursue courses in sociology. As the self-study notes, students in education take courses in race and ethnic relations, and medical sociology seminars attract students in public health. Non-sociology graduate students also enroll in the department's methods and comparative courses. Further, sociology faculty participate in the development of curricula, programs, and research initiatives housed within other interdisciplinary academic and/or research units, such as Women Studies and the Southwest Hispanic Research Institute. Hence, the department collaborates in both formal and informal ways with the LAI and other departments and units across campus.

Community Service and Experiential Learning Opportunities

The department participates in the freshman learning communities program sponsored by University College. In this program, two instructors share the same section of students and approach *defined themes* from two disciplinary perspectives. Currently, Drs. Robert Fiala (Associate Professor) and Christine Rack (Instructor) are teaching freshmen learning courses. Second-semester courses [Experiential Learning Communities (ELC)] seek to provide experiential learning in various disciplines, including Sociology (Sociology 216: Dynamics of Prejudice). Additional sociology courses are offered in conjunction with the College Enrichment Program in the College of Education, providing relatively small-size classes for instruction. According to university assessments, instructional initiatives pinpointing freshman learning appear to be registering high success rates for freshmen in their first year of coursework.

Other Matters

The review team has additional observations regarding other matters that did not fall within the domains of the structured categories that we were asked to evaluate. We present these in this section.

Departmental Response to Earlier External Review

The self-study contains a description of how the department responded to the report of the external reviewers of the department in 1994. It is clear that the department took all of those evaluations and recommendations seriously—but they did not agree with

all of them as being healthy for the department. We were impressed with how the department approached those suggestions and their rationales for what they did with these suggestions.

Departmental Governance

We were highly impressed by the level of openness, participation, and satisfaction in the area of departmental governance. It is clear that faculty members have a voice in the governance of the department. Chair Gonzales and his predecessors have clearly done an exceptional job in listening to grievances, attending to individual needs, and allowing ample consideration of controversial issues. The department is remarkably free of the tensions, conflicts, and factional feuding that often beset academic units.

Qualitative Research Methods Training and Sequence

It was suggested to us that a qualitative methods sequence be taught regularly at the graduate level. Quantitative methods are required of each cohort of graduate students and taught each year. However, qualitative methods are not required. Yet qualitative methods are important, and they are essential for many students who use qualitative methods in their research. The department should consider teaching a sequence of two qualitative methods courses at least every other year. The first might give an introduction to qualitative methods and the second involve some independent research. It could, at first, be offered under the 570 course number.

Teaching Load of Graduate Students

From our perspective there is a large teaching load for graduate students. It is not unusual for a student to teach two courses per semester, while they are required to take course credits themselves and while they are working on comprehensive exams and dissertations. Clearly this may delay the completion of their programs. It is the case, however, that because of teaching opportunities students who are making progress in the program seem to have stable funding.

Major Absence of Minority Graduate Students

Because of the ethnic demography of the state and the undergraduate majors, we were startled by the very low representation of minority students in the graduate program. Indeed, we see a major disconnection between the undergraduate and graduate programs with respect to the presence of minority students. While over one-fourth of the undergraduate majors are from underrepresented minority groups, virtually no graduate students are, and this despite a widespread consensus among the faculty and administration that it is a high-priority issue. Several explanations were given us, all probably with some truth to them. But improvement is more important than allocating blame. We think the department needs to do more outreach, including among its undergraduate majors, probably at other New Mexico institutions, possibly in adjacent states like southern Colorado, west Texas, and Arizona. Programs such as the National

Science Foundation's Research Experience for Undergraduates (REU) program may help in recruiting minority students into the graduate program. Moreover, we think the administration needs to make more money available for competitive fellowship and assistantship offers. And we think the department and the administration need to coordinate more efficiently their procedures for getting the availability of fellowship funds into the application/selection/offer process in a timely manner.

Extraordinarily Low Compensation of Adjunct Faculty

The Department of Sociology relies very heavily on adjunct faculty to meet its teaching responsibilities. Despite the very important role that these individuals play in the area of instruction, they are paid at an extremely low rate--\$3,000 per course, regardless of qualifications and experience. This is a distressing figure for a flagship campus. To make matters worse, adjunct PhD. faculty earn less than graduate students and do not receive health benefits. We understand that the administration has denied departmental requests to increase this amount. We think it should reconsider.

Conclusions

We find that the Department of Sociology at the University of New Mexico has made strides in gaining greater regional and national stature for its research program while at the same time providing a solid instructional program and contributing to the goals of the University of New Mexico. Our major recommendations from our review of the program are that the Department needs to:

- continue to support the junior faculty and recently promoted associate professors;
- focus on and develop three primary niches for national prominence and competitiveness through target hiring in these areas;
- reinvigorate the undergraduate curriculum;
- provide higher levels of funding for graduate assistantships;
- reduce the amount of time that students are expected to teach in order for them to progress through their programs of study without delays;
- enhance graduate recruitment strategies to attract students of color; and
- continue to strengthen the criminology program while at the same time seeking more balance between the criminology and sociology tracks.