

## **Proposal to Eliminate Academic Program**

### **Pursuant to UW Regulation 6-43**

#### **M.A. Sociology**

#### **Statement of the reasons for elimination of the program:**

Sociology has produced nineteen M.A. degrees in the past five years. As stated in the program review, this is one of UW's longest-lived graduate programs, and sociology is a foundational social science.

A recent external review indicated potential in this department and its programs, providing strategic investments could be made. Alumni fare well in the job market and are pleased with their educational experience and the careers that follow. The junior faculty represent the research strength of the department.

Unfortunately, the department will be down to four faculty by the end of the calendar year. Their strategic plan indicates the need for at least two faculty hires, and based on low student demand in their B.A. and university budget constraints, these will not be forthcoming in the near future. Two degrees cannot be supported at this time. The department's focus should be on their B.A. where there is great potential for increasing their number of majors. Sociology remains an increasingly popular degree option across the country.

**The recommendation is to discontinue the M.A. program and concentrate on the B.A.** Their need for additional faculty can be met in the short term by reaching out and forming connections with other units.

#### **Description of the program and relevant data:**

**Describe the mission, curriculum, content and format of the program:**

**It should be noted in the context of the remarks below that the recommendation is the closing of the Sociology MA degree. The Sociology BA will continue to be taught at UW.**

As a foundational social science, Sociology is vital to the liberal arts mission of the College of Arts and Sciences and to the University. The discipline is central to the university's stated mission to "expose students to ... the complexities of an interdependent world" and "to nurture an environment that values and manifests diversity... and mutual respect" (Academic Affairs, UW Mission Statement: <http://www.uwyo.edu/acadaffairs/mission/index.html>). It is also central to the mission of A&S, which exhorts students to "Prepare for Complete Living," a mantra borrowed from Sociologist Herbert Spencer. The College sees its mission as cultivating in students "broad perspectives, empathetic approaches to people throughout the

world...,” a mission in which the social sciences play a crucial role.

Sociology as a discipline is also crucial to several of the university goals identified in the draft University UP-4 Plan (2013), such as:

--Develop an appreciation for diverse cultural perspectives and for the value of domestic and international diversity, especially as they relate to the “growing social and cultural diversity in Wyoming and beyond” (Draft University UP4: 3, 4, 12): Culture is a foundational concept that guides the discipline of Sociology; the related sub-concepts of cultural relativism and ethnocentrism are also central to discipline. Furthermore, race/class/gender divisions within society are a major focus of sociological research,

--Prepare students to compete in a global economy & strengthen internationalization (Draft University UP4: 4, 7): The MA program in Sociology has enhanced its course offerings that have cross-cultural, international content, such as *Sociology of International Development* and *Global Political Economy*. It has a cross-listed Study Abroad course with Global and Area Studies (*Shanghai: Past and Present*), as well as a newly developed Study Abroad course that focuses on the political and social dynamics within Israel.

--Attain greater statewide engagement that enhances the well-being of Wyoming citizens (Draft University UP4: 11, 12): The department’s MA program regularly produces skilled research analysts who work for organizations or research institutions within the state, such as WYSAC and Cheyenne Regional Medical Center (see Appendix B for letters of support from two employers of graduates from our MA program). Also, one faculty member is currently working on an applied-research Agricultural Experiment project involving alfalfa farmers in Wyoming. The department could contribute more to statewide engagement if its strategic planning goal of hiring a sociologist with an interest in Community Development (see pg. 11 of this review) were to receive support from the administration.

--Develop Environment, Agriculture, and Natural Resources as Areas of Distinction (Draft University UP4: 5): One of the strategic planning goals of the department is to strengthen the dual SOC-ENR graduate degree option. ENR has been supportive of our efforts. The department has already graduated several students with this dual degree, but it is confident that the number of graduate students seeking a dual SOC-ENR degree can be increased once an environmental sociologist is hired.

### **Graduate Student Requirements: Course Work & Thesis (Effective Fall 2014)**

To earn a Master of Arts in Sociology, students must complete a total of 30 hours of coursework: 26 hours of advanced coursework plus 4 hours of the master's thesis.

Required classes (9 semester credit hours):

SOC 5000 (Advanced Sociological Theory)

SOC 5100 (Advanced Social Research Methods)  
SOC/STAT 5070 (Statistical Methods for the Social Sciences);

Three 5000 level Sociology courses (9 credits) of which no more than three (3) credits can be SOC 5200 (conference course).

The remaining courses (8-9 semester credit hours) are taken as electives at the 4000 level or above, either within the department or from other departments, with permission from the Director of Graduate Studies.

In addition, a minimum of 4 semester credit hours of a master's thesis is required. Before undertaking the thesis work, the student shall select a topic and thesis advisor. In consultation with his or her thesis advisor, the student will select a thesis committee. With the formation of the thesis committee, the student will write and defend a prospectus before the undertaking of thesis work.

**Describe the role of the program within the context of the college and the mission of the University:**

**Strategic Plans:**

- To strengthen the dual SOC-ENR graduate degree option to attract students who have a strong interest in careers with an environmental focus: The department seeks to hire a sociologist with both a teaching and research interest in environmental sociology. After completing the hire, it plans to dual-list the Environmental Sociology course so that it can be taken for graduate credit. It also hopes to offer an environment-focused, special topic seminar (SOC 5250) every other year.
- To build a Community Development area of focus within the department: The department seeks to hire a sociologist interested in community development whose interests include applied research that would enhance the university's land-grant mission and state-engagement activities, particularly as they relate to the challenges of community development. A former MA alumnus, Jeffrey Jacquet, was referred to as an "unsung hero" for his community development work in Sublette County during the economic boom caused by the energy development in the mid-2000s (AHC, "Energy Boom" oral history collection). A hire in the area of Community Development would strengthen the department's ability to mentor students like Jeff Jacquet who have an interest in Community Development, an area of focus identified by the higher administration in the draft University UP-4 Plan, 2013.

In addition to the above goals, as a result of the department's external review in Spring 2016, the faculty voted to consider another initiative in its strategic planning for the curriculum in its graduate program: To offer a Plan B non-thesis option in addition to the Plan A thesis option: This potential change in the MA program was discussed at length in the 2015-16 AY, and discussion will continue during the 2016-17 AY. The faculty are optimistic that a Plan B option might attract praxis-oriented students who would derive career benefits from a M.A. in Sociology, but are not

interested in conducting original thesis research.

Given the relevance of the sociology curriculum to current world events and data- driven decision-making, it is commonplace to have graduate students from other programs enroll in Sociology graduate courses. For example, graduate students in the Global and Area Studies program often enroll in our globalization/internationalization courses, while students in the Criminal Justice Program often enroll in the dual-listed SOC 4350/5350 *Sociology of Law* course. Graduate students from the Colleges of Business, Health Sciences, and Education and from departments other than Sociology in the College of Arts and Sciences also place enrollment pressures on SOC 5070/*Statistical Methods for the Social Sciences* .Therefore, the benefits of our course offerings extend beyond our own graduate students.

### **Financial data relevant to the academic program:**

**Cost data is for ENTIRE department and cannot be disaggregated for MA and BA degrees.**

Ratio of total student credit hours per FTE (AY 2014/15): 610

Direct instructional expenditures (FY 2015):

- i) Per student FTE: \$6,717
- ii) Per total degrees awarded: \$44,767
  
- iii) Non-personnel expenditures: \$4,399.5

Course enrollment (AY 2014/15)

- i) Classes falling under university minimums: 0
  
- ii) Lower-division courses falling under university minimums: 0

### **Other instructional cost-drivers:**

- i) Section fill rates: While almost all Sociology courses exceed the University minimum enrollment standard, most enroll significantly more than those minimum requirements, often reaching their enrollment caps. Those caps are usually set at 125- 140 for SOC 1000; 45-60 for 2xxx and 3xxx level courses; and 30-35 for 4xxx level courses (with a slightly lower cap on dual-listed courses). For Fall 2016, the enrollment data for courses taught by SOC faculty are as follows (as of 8/25/16):
  - SOC 1000-01: 110
  - SOC 1000-02: 140  
(full)
  - SOC 3110: 50 (full)

SOC 3150: 50 (full)

The fill rates and class size of lower-division and 3xxx-level main campus courses are provided because the department uses its graduate assistants to provide assistance in these large classes. If the graduate program were to be discontinued, faculty would have to reconsider the enrollment caps on these courses.

The fill-rate for 4xxx-level, dual-listed, and graduate courses are as follow: SOC 4020/online: 32 (full)  
SOC 4350/5350: 26 (full)  
SOC 4650/online: 38  
(full) SOC 5000: 9  
SOC 5070: 12 (full)  
SOC 5250: 6

ii) Curricular complexity: Due to the department's small size, a concerted effort has been made to keep the graduate curriculum as flexible as possible. The M.A. program's requirements are as follows: Graduate students must complete 27 credit hours of course work, plus a thesis. There are three required foundational courses (SOC5000/ *Advanced Sociological Theory*; SOC5100/*Advanced Sociological Research Methods*; and SOC5070/*Statistical Methods for the Social Sciences*). The rest of the curriculum is flexible, with students choosing three elective Sociology courses and three additional elective courses that may be taken outside of the department to focus on a specialized area of study.

iii) Faculty course load: The faculty is in compliance with the current work load policy of the university, which stipulates a standard 3-2 course load with possible adjustments due to factors such as high research productivity.

**Research expenditures per faculty FTE:**

Research expenditures, FY 15: \$29,982; per FTE: \$4997 (Table 16, OIA Standard Data Set)

**Admission, enrollment and graduation data relevant to the program, including the number of students currently enrolled and the status of their progress toward graduation:**

There are currently 6 MA students in the Sociology program.

Sociology had 19 students complete its Master's program from 2010- 2015. The Sociology Master's Program falls into the mid-level demand category, defined as having between 15 and 25 graduates over the last 5 years. While 13 Master's Programs in A&S were low-demand programs (less than 15 graduates in the last 5 years), Sociology and four other departments in the College had Master's Programs that fell into the mid- level demand category.

The mid-level success in terms of number of M.A. graduates was achieved despite

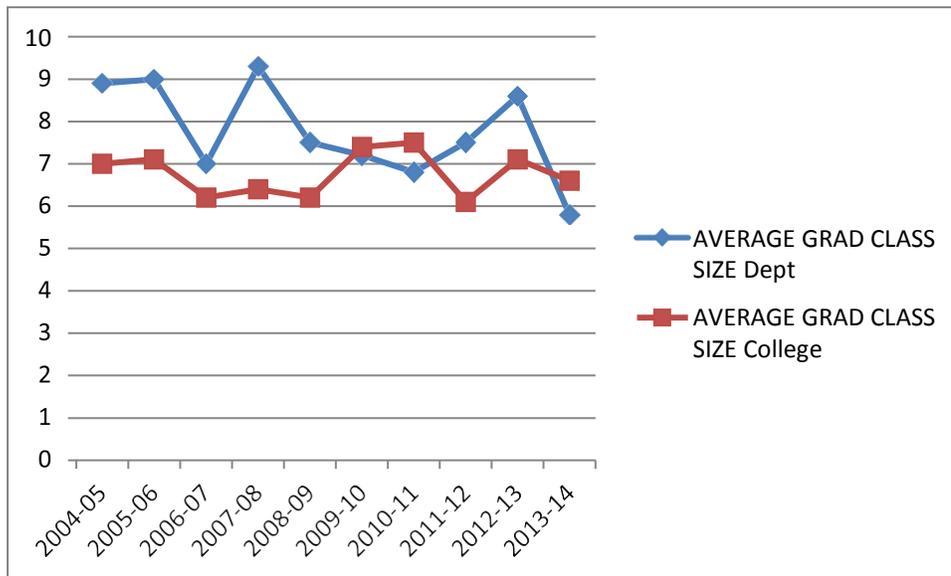
recruiting challenges created by the department's GA allocation being reduced in 2013 from 5 to only 4, the lowest GA allocation of any standalone M.A.-granting department in the College. The challenge of increasing graduate cohort sizes and the number of M.A. degrees awarded is intricately linked to the small number of GAs allocated to the department. The department has worked hard to increase its applicant pool, experimenting with such tools as the GRE Recruitment Search program. Over the last few years, however, the department has lost a significant number of prospective graduate students because of its inability to offer full-GA awards to compete with awards offered by other Sociology graduate programs. In last year's recruitment cycle, the department admitted seven graduate students, of whom four chose to attend other graduate programs. The applicants whom we failed to recruit with partial- GA awards had strong GPAs and GRE scores (mean GPA: 3.57; mean GRE: 314).

The department encourages graduate applicants to actively pursue alternative sources of funding available through other programs or units on campus. This approach has been occasionally successful. For example, some of our graduate students have been supported by Criminal Justice, SLCE/Student Leadership & Civic Engagement, and Athletics.

However, the delayed timing in notifications of these non-Sociology GA opportunities does not always work well with our recruitment timeline, and we have lost recruits as a consequence. Demand for the M.A. program is sensitive to graduate funding assistance, and recruitment efforts would benefit significantly from having an allocation of five to six GAs, which is in line with other small M.A.-granting departments at UW.

Regarding program demand as reflected in graduate student credit hours, the latter has fallen since the 2004-05 AY. The decline is not surprising, given that the number of sociology faculty has been cut in half since 2005 and the department can offer fewer graduate courses. It is only with the careful planning of course schedules that the department has avoided the problem of under-enrolled graduate courses. As shown by Figure 1, in eight of the past ten years the size of Sociology graduate courses has met or exceeded the average size of graduate classes in the College of Arts and Sciences.

**Figure 1. Average Graduate Class Size for Sociology and the College of Arts and Sciences, 2004-2014**



**Describe the administration of the program:**

The MA. Program is administered by the Department of Sociology in the College of Arts and Sciences, Department Head, Donna Barnes.

**Describe the faculty and academic professionals who serve in the program, including their academic credentials, academic rank and length of service to the University:**

Currently, the Department of Sociology has five faculty members, all of whom help deliver the graduate curriculum, direct individual conference courses focused on literature reviews for graduate thesis-research projects, chair M.A. thesis committees, and serve as members of thesis committees. Information on each of these faculty members, all of whom received their PhDs from Top 20 doctoral programs in Sociology, is provided below.

**Donna Barnes**, PhD in Sociology from the University of Texas at Austin  
Rank: Professor  
Length of Service: 28 Years (1988)

**Malcolm Holmes**, PhD in Sociology from the University of Texas at Austin  
Rank: Professor  
Length of Service: 25 Years (1991)

**Shiri Noy**, PhD in Sociology from Indiana University  
Rank: Assistant Professor  
Length of Service: 3 Years (2013)

**Matthew Painter**, PhD in Sociology from The Ohio State University  
Rank: Assistant Professor  
Length of Service: 6 Years (2010)

**Anna Zajacova**, PhD in Sociology from Princeton University, Associate Professor of Sociology  
Rank: Associate Professor  
Length of Service: 7 Years (2009)

**Describe the program facilities, including classrooms and offices, library and equipment used by or dedicated to the program:**

Offices: Ross Hall 420, 407, 412, 413, 411, 421. No office reallocation would occur, as the BA program will continue.

Classrooms used are general pool. Library resources for research in Sociology would remain available.

**Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals:**

The department did an external review in Spring 2016. It was very favorable and stressed the “tremendous potential” of our program (the Dean’s Office has a copy of the External Review Report, which was submitted on 3/30/16). The external reviewers noted that alumni of our M.A. program have tended to fare well in the job market. Furthermore, since 1990 sixteen of our MA students have earned doctorates and two others are currently working on their PhDs. Information on the post-graduate careers of a select group of alumni of our M.A. program who responded to a request by the department for updated career information is provided in Table 1.

**Table 1. Careers of Post-1990 Alumni of the M.A. Program in Sociology at UW**

<b>YEAR</b>	<b>CAREER INFO</b>
1992	PhD from Johns Hopkins University. Currently Dissemination Team Leader in the Division of Health Care Statistics at the Center for Disease Control
2011	Assistant to the Associate Provost for Educational Attainment at Colorado State University

Proposal to Eliminate Academic Program  
Pursuant to UW Regulation 6-43

1994	PhD from the University of Oklahoma. Was an assistant professor at East Central University in Oklahoma; now teaches at the University of Wisconsin-Whitewater
2004	Research scientist for the Wyoming Survey & Analysis Center (WYSAC) at UW; won the Hoke National Publication Award for Excellence in Research/Policy Analysis from the Justice Research & Statistics Association
2011	Assistant research scientist at WYSAC; currently data analyst & statistical consultant at Cheyenne Regional Medical Center
2005	PhD from Arizona State University. Currently an Assistant Professor of Sociology at the Nanyang Technological University in Singapore
2011	PhD from Michigan State University. Currently an assistant professor at Miami University in Ohio
2014	Works with the Dean of Faculty, Union College, as Academic Advising Facilitator
1996	Was Director of Victim Services in the WY Attorney General's Office. Currently Deputy Administration in the Prison Division, Department of Corrections
2005	PhD from the Department of Natural Resources at Cornell University. Was an Assistant Professor of Sociology at South Dakota State University; now Assistant Professor of Rural Sociology at Ohio State University.
1998	PhD from Colorado State University. Currently a data analyst with the USDA Food & Nutrition Services
2002	Member of a team providing support to NASA's Marshall Space Flight Center's Office of Strategic Analysis and Communication
1993	PhD from SUNY-Binghamton. Currently Associate Professor of Sociology & Associate Dean at Wichita State University
2006	PhD from Colorado State University. Was an Assistant Professor of Sociology at the University of Louisiana-Lafayette; currently an Assistant Professor of Sociology at South Dakota State University.
1999	Doctorate in education from the University of Idaho. Currently Deputy Executive Director of the Council of Chief State School Officers in D.C.
1997	PhD in Community College Leadership at Iowa State University. Campus Dean at Ellsworth Community College in Iowa.
2014	Associate Director of Annual Giving, University of Wisconsin-Milwaukee's Office for Development and Alumni Relations

2010	Earned a Master's in Public Health; PhD from the Population Health Sciences program at the University of Texas Medical Branch-Galveston. Currently a research analyst at Kansas Health Institute
2009	Was Coordinator for the Gulf Coast Fair Housing Center's Education and Outreach & Hurricane Relief Programs (post-Katrina). Currently an investigator for an international legal consulting team
1999	Career in applied public health research and evaluation. Works in a research and evaluation unit within the Oregon Public Health Division that evaluates community health and public policies
2001	Director of the Wyoming Institute of Disabilities (WIND), which is affiliated with the College of Health Sciences at UW.
1992	PhD at the University of Utah. Was Executive Vice President for Academic Services at Central Wyoming College and is now President of Cochise College, a community college in southeastern Arizona
2007	PhD from University of California-Irvine. Was an assistant professor in Department of Criminal Justice & Criminology at Washington State University; now @ Portland State Univ.
2013	ABD in PhD program at the University of Colorado, Boulder. Plans to finish dissertation in Spring 2017
2004	PhD from the University of Calgary. Currently an Instructor of Sociology Department there while she is on the job market
2012	PhD student at Univ of California-Davis
2006	Research Associate for Princeton University @ Princeton-Blairtown Center, an outdoor education center serving disadvantaged urban youth in NYC /Philadelphia megalopolis
2013	Manager, Human Resources Department, GROUND Engineering in Denver, CO.
1994	PhD from the University of Oklahoma; Associate Professor of Sociology at the University of Wisconsin-Whitewater

The external reviewers—Julia McQuillan, Professor and Chair of Sociology, University of Nebraska; Susanne Monahan, Dean, College of Liberal Arts and Sciences, Western Oregon University—commended the Sociology faculty for integrating graduate students into research projects and publishing with them. They also noted that their discussions with our graduate students during the site visit confirmed that the graduate curriculum is challenging and “earning a high grade requires considerable effort,” with students reporting that they appreciated the rigor of the curriculum. The external reviewers also commended the faculty for coming together and finding innovative ways, such as “a creative MA thesis prospectus process, to maintain a quality education during a low resource time.” Finally, the reviewers recognized the value of the M.A. program in Sociology to the broader goals of the College, the University, and the state of Wyoming.

Regarding specific recommendations, the external reviewers recommended that the department set forth clear and measurable goals on which progress could be tracked and curricular review triggered if progress was deemed inadequate. Another recommendation was that the department conduct an alumni survey to discern what they had found most useful about the skill set they attained by completing the M.A. program in Sociology and what additional skills they wished that they had developed.

The external reviewers also commented on the low level of GA funding in Sociology, which makes recruitment challenging. They made a number of recommendations, including the following: Develop a Plan B (non-thesis) option that might attract students willing to attend graduate school without GA funding in order to gain applied skills that enhance their career options; considering a graduate minor; seeking non-departmental GA opportunities; and recruiting university staff to the M.A. program.

The faculty has already begun discussing the above recommendations and plans to continue these discussions in the 2016-17 AY. Faculty members are particularly interested in the Plan B recommendation and are working on moving forward with a Plan B proposal, particularly with those students interested in the dual ENR-SOC degree or another applied skill set applicable to employment in the corporate and non-profit sectors.

### **Comparison of the program with related or similar programs:**

There is no other program at UW, or in the state of Wyoming, that duplicates the M.A. program in Sociology. The comments above summarized from the recent external review do give some basis for comparison with programs in the region.

Grants awarded in previous 5 years: 18; total funding: \$781,915

-- UW Basic Research Grant, 2011. "Madam Senator: Trajectories of Growth in Women's State Senate Representation, 1980-2010." (\$1500) Professor Painter.

--UW Faculty Grant-in-Aid Program. "Shape of the Association between BMI and Biological Risk Indicator," 2011. (\$5,000) Professor Zajacova, PI.

--National Cancer Institute, National Institutes of Health, 2011-2013. "Effect of Cancer on the Survivors' and Their Families' Economic Well-Being." R03 grant (\$143,500) Professor Zajacova, PI.

--Northern Rockies IDeA Networks for Biomedical Research Excellence (INBRE) Program Research Support, 2011-2012. "The Relationship Between BMI and Health Outcomes Among Older Adults." (\$10,000) Professor Zajacova, PI.

--National Institute of Child Health and Human Development. 2010-

2012. "Immigrant Wealth Accumulation." R03 (\$148,059). Professor Painter, co-PI.

--Wyoming INBRE Pilot Research Grant, 2012-2014. "Variability in long-term body weight trajectories among older adults, health, and mortality: implications for public health recommendations." (\$86,000) Professor Zajacova, PI.

--Institute for Translational Health Sciences, University of Washington Pilot Grant, 2012-2013. "Establishing the feasibility of functional data analysis for determining the health consequences of body weight changes among older adult." (\$6,800). Professor Zajacova, PI.

--NCCR, National Institutes of Health, 2013-2018. "Clinical and Translational Research Infrastructure Network IDeA-CTR." 1U54GM104944-01A1. (\$140,375 to University of Wyoming subcontract). Professor Zajacova, PI on UW subcontract in years 1-2, Co-PI in years 3-5.

--Wyoming Geriatric Education Center, College of Health Sciences Faculty Development in Aging Mini-Grant, 2013. (\$1,895) Professor Zajacova, PI.

--UW Basic Research Grant, 2014. "World Bank Health Projects, 1980-2010. (\$3000) Professor Noy

--UW Innovative Course Grant Award, SOC4900: Study Abroad in Israel, 2015. (\$5000) Professor Noy.

--Wyoming Geriatric Education Center, 2014. College of Health Sciences Faculty Development in Aging Mini-Grant." (\$2,015) Professor Zajacova, PI.

--American Sociological Association (ASA) Fund for the Advancement of the Discipline Award, 2014. "World Bank Discourse on Health Sector Reform, 1980- 2010." (\$6,992). Professor Noy.

--Agricultural Experiment Station, UW, 2014-2015. "Assessment of alfalfa pest management challenges and strategies across Wyoming: responding to farmer priorities and engaging students in the land-grant mission." (\$56,079) Professor Noy, Co-PI.

--National Institutes of Health, Network on Life Course Health Dynamics and Disparities in 21st Century America, 2015. "Trends in US Womens Health, 1997-2014, by Education Level." (\$11,491) Professor Zajacova, PI.

--NLSY97 Postsecondary Research Network Award, 2015.

“Understanding Health Outcomes of College Noncompleters: Do Credit Hours or Credentials Matter More?” University of Texas Pilot Grant Award. (\$5,000) Professor Zajacova, PI.

--National Institutes of Health, 2016. “Anomaly in the gradient: Health of U.S. adults with subbaccalaureate education.” (\$144,209) Professor Zajacova, PI.

--UW Innovative Course Grant for the Development of a Study Abroad Course, SOC 4900:

Israeli Social and Political Institutions, 2016. (\$5,000) Professor Noy

Unfunded Grants submitted in previous 5 years: 9

--National Institute on Aging, National Institutes of Health, 2012. "Race & Ethnic Variations in Predictive Strength of Self-Rated Health for Mortality Risk". Professor Zajacova, with Hyeyoung Woo.

--National Institute of Health, 2013. “Young Women’s Health & Wealth: Timing of First Birth & Race/Ethnicity,” Professor Painter, Co-PI.

--National Institutes of Health, 2014. “Life course socioeconomic correlates of multimorbidity among middle-aged and older adults.” Professor Zajacova, Co-PI.

--National Institutes of Health, 2014. “Trends in Older Women’s Mortality Levels and Disparities by U.S. State.” Professor Zajacova, Co-PI.

--National Institutes of Health, 2014. “Race and Ethnic Variations in Predictive Strength of Self-Rated Health for Mortality Risk.” Professor Zajacova, Co-PI.

--American Heart Association, 2015. “Body weight patterns across age and cardiovascular multimorbidity in American adults.” Professor Zajacova, PI.

--National Science Foundation, 2015-2020. “Vertically Integrated Science Technology and Application (VISTA). Professor Painter, Co-PI.

--National Science Foundation, Science, Technology and Society Division, 2016. Collaborative Research Standard Grant, “Public Engagement with Science in the US, Israel, and Italy: Examining Linkages Between Science and Religion. Professor Noy with Tim O’Brien.

--National Science Foundation, ADVANCE Grant, 2016-2021, “ Project BETTES: Bringing Equality to the Equality State. Professor Zajacova, (Co-PI); Professor Noy as a consultant.

Presentations and publications by academic personnel for previous 5 years Total

presentations: 76 conference papers, 4 invited talks, & 2 invited panelists  
Total publications: 66 refereed articles, 4 non-refereed articles, 9 book chapters, & 2 books

Presentations, by year

2011: 18 conference paper presentations; 1 invited panelist  
2012: 11 conference paper presentations  
2013: 13 conference paper presentations  
2014: 20 conference paper presentations  
2015: 14 conference paper presentations, 4 invited talks, & 1 invited panelist

Publications, by year

2011: 11 refereed and 2 non-refereed articles, 1 book, 2 book chapters  
2012: 12 refereed articles  
2013: 8 refereed & 1 non-refereed articles, 1 refereed & 2 non-refereed book chapters  
2014: 21 refereed articles, 2 refereed and 1 non-refereed book chapters, 1 book  
2015: 14 refereed articles and 1 non-refereed book chapter

External awards/honors for previous 5 years

- *Handbook on Evolution and Society* by Jonathan H. Turner, **Richard Machalek**, and Alexandra Maryanski, eds.  
--Selected as a *Choice Magazine's* "Outstanding Academic Titles" for 2015. Fewer than 3% of books submitted for this honor are chosen. Of the three ranking categories for these titles (recommended, highly recommended, and essential), the *Handbook* was ranked as "essential."  
--Winner of the 2016 Book Award of the "Evolution, Biology, and Society Section" of the American Sociological Association.
- American Sociological Association (ASA) Fund for the Advancement of the Discipline Award, 2014. "World Bank Discourse on Health Sector Reform, 1980-2010." Professor Noy.
- Best faculty paper award, 2014. "The World Bank and Targeting in Health Policy in Peru, Argentina, and Costa Rica." Sociology of Development Conference, Salt Lake City, Utah. Professor Noy.
- IPUMS (Integrated Public Use Microdata Series) Research Award, 2014, for "Explaining the Widening Education Gap in Mortality among U.S. White Women." Professor Zajacova with Jennifer Karas Montez.

- IPUMS Graduate-Student Research Award, 2014, for “Education as ‘the Great Equalizer’: Health Benefits for Black and White Adults,” Professor Zajacova with UW Sociology Major Christopher J. Holmes as lead author.
- Gerontological Society of America Senior Service America Junior Scholar Award, 2012, for “Why has the Educational Gradient of Mortality Risk Increased Among US Women?” Professor Zajacova with Jennifer Montez.
- *The Louisiana Populist Movement, 1881-1900* (Louisiana State University Press, 2011). Winner of the 2012 Louisiana Library Association’s Literary Award. Professor Barnes.

**Program reputation:**

Master’s-only programs in Sociology are not ranked. As part of this program review, however, the Chair asked alumni to reflect on the quality of the M.A. program and its utility to their post-graduate career. The letters of alumni who responded to this request are included in Appendix A. The general opinion of alumni is that the M.A. program is of high quality and has played an important role in their post-graduate success. There are also letters in Appendix B from employers attesting to the value of our M.A. alumni as employees.

**Describe the anticipated effects of elimination of the program upon the college in which the program is situated, upon other colleges and units of the University, and upon the University as a whole, including:**

**Effects upon students enrolled in the academic program:**

Unfortunately as of 2017, faculty members in the Sociology Department will be down to four. So few cannot sustain a solid Bachelor’s and Master’s program. Retaining the Bachelor’s allows for the possibility that some day, the Master’s program may return. Master’s programs are designed to be completed in a two year period. Students currently in the program will be encouraged to complete their degrees by working with advisors to ensure that their committees and degree programs are set up and expectations are understood.

**Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:**

Since the Bachelor’s degree is to be retained, all the faculty will be retained to teach at the undergraduate level. Certainly they will be disappointed not to work with graduate students but they may work with students in other degree programs.

**Educational and financial effects upon other units of the University:**

Minimal effects. Sociologists at UW will remain active participants in the educational activities of related units and will teach 4XXX level courses that can be used for undergraduate and graduate credit. Because the number of sociologists may shrink, there may be a pressing need for an additional sociologist.

**Effects upon faculty, academic professionals, staff, students and alumni of the University:**

The loss of the Master's program will lower morale

**Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:**

Currently, some sociologists who might remain long term conduct research in Wyoming. It is unclear whether this has had any significant impact on the state.

**Implementation plan to be followed in the event the academic program is eliminated, including:**

**Procedures for handling current and future applications for admission:**

Students who apply for admission will be informed of the situation and not admitted.

**Plans for assisting currently enrolled students to complete the course of study:**

Current students will be told to complete degrees within a two year period and will be helped by advisors in setting up programs of study and graduate committees that will enable them to do so. Writing the thesis may go beyond the two year period but the faculty remaining are qualified to help the student complete this work.

**Plans for accommodating faculty and academic professionals who will be terminated or otherwise affected by elimination of the academic program:**

By January 2017, four sociologists will remain to participate in the Bachelor's program. Expectations are high that the program will attract an increasing student base and thus the program eventually will come back from this low point. It also is possible that the faculty will be integrated with another unit.