

Department of Sociology
Self-Study Report
2023-2024



LEHMAN
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Chapter 1: Introduction

Lehman College Overview

Lehman College is part of the City University of New York (CUNY), which comprises eleven senior colleges, seven community colleges, and seven honors, graduate, and professional schools. After existing since 1931 as the Bronx branch of Hunter College, Lehman College was established as an independent senior college within CUNY on July 1, 1968. It is named for Herbert H. Lehman, former governor of New York State and U.S. Senator. His values of dedicated public service, commitment to human rights, and support for immigrants are embodied in many of Lehman's programs and initiatives today.

Lehman College is the only comprehensive public four-year college in the Bronx and serves the borough and surrounding region as an intellectual, economic, and cultural center. Lehman provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment. With a diverse student body of more than 14,000 students drawing from 92 nationalities, Lehman offers 80 undergraduate majors, 66 master's degree programs, and 2 doctoral degree programs, as well as over 40 undergraduate and advanced certificates and graduate programs. Lehman actively engages students in their academic, professional, and personal development, while embracing the diversity of its students, faculty, staff, and surrounding community.

Lehman is classified as a Hispanic-serving Institution (HSI): 48% of undergraduate students identify as Hispanic, 32.8% as Black/Non-Hispanic, 8.7% as White/Non-Hispanic, 7.5% as Asian/Pacific Islander, and < 1% as American Indian/Native Alaskan. Half of Lehman's undergraduate students are from households earning less than \$30,000 per year and 52% are first-generation college students. In 2020, the Brookings Institution recognized Lehman College as [fourth in the nation among four-year universities with the greatest success in lifting low-income students into the middle class](#), and in 2021, *U.S. News and World Report* ranked Lehman fourth among best colleges for social mobility in the Northeast. More recently, the financial news publication *24/7 Wall St.* ranked Lehman [fourth among best colleges for social mobility](#). Lehman has received other recognitions, including Number 1 among "Best Hispanic Serving Institutions," top 10 among "Best Bang for the Buck" colleges in the Northeast, and one of the Top 20 Colleges in the Northeast.¹

Prior to the Covid pandemic, Lehman was experiencing a period of growth and development aligned with its mission and the mission of CUNY as a whole. While there has been a decrease in enrollment recently, the College is robust and growing in terms of access and opportunity. The College's growth is clear in its retention and graduation rates. Beginning in 2017, Lehman's retention of first-time, full-time freshmen outpaced the CUNY senior college average by nearly 10%. The College's six-year graduation rate for first-time, full-time freshmen has also increased and held steady, outpacing other CUNY campuses significantly. Although retention has fallen

¹ See <https://www.lehman.edu/lehman-legacy/lehman-facts.php> for more details.

since 2020, Lehman's four-year graduation rate for transfer students from a CUNY Associate's degree program scored beyond the CUNY senior college average.

Mission, Values, and Goals of Lehman College

Lehman College's mission statement is:

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work providing a transformative educational experience while advancing equity, inclusion, and social justice².

In 2017, Lehman College launched the 90 x 30 challenge, an initiative designed to increase educational attainment in the Bronx by awarding 90,000 or more degrees and credentials from the beginning of the initiative through 2030. In 2021, Lehman published its new strategic plan, *Lehman 2025: Roadmap to the Future*. The vision for Lehman given in the plan is:

Lehman College will be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and a leading force for a more just and sustainable world.

The 2025 Roadmap also commits the College to five core values (Social Justice, Excellence, Ethics, Diversity and Inclusion, and Service) and outlines four key goals:

- Educate, Empower, and Engage Students to Participate in a Global Society and Enhance Career Advancement.
- Enhance Faculty and Staff Success.
- Sustain Growth, Vitality, and Institutional Effectiveness.
- Embrace the Spirit of Community Engagement.

Sociology Department Overview

The Lehman Sociology Department has sixteen full-time faculty members (13 tenured/tenure-track and 3 lecturers, one of whom serves as our major advisor) and a varying number of part-time instructors (in fall 2023, we had 14 part-timers and one Graduate Teaching Fellow). The department has one full-time Office Assistant (Miriam Medina).

The department offers a Bachelor of Arts in Sociology. Within this major, students can choose to concentrate in General Sociology; Education, Inequality, and Urban Studies; or Demography and Population Health. For each concentration, students must take three 300-level courses from a selected list pertaining to the topic (for General Sociology, students can take any three 300-level Sociology courses). As of fall 2023, the Sociology Department had 351 actively enrolled majors

² See <https://www.lehman.cuny.edu/about/mission.php>

and 260 majors who were not enrolled. This number is a decline from a high of 697 majors in fall 2019, just prior to the Covid pandemic.

The department also offers a 15-credit minor in Sociology and is part of several other interdisciplinary minors (Aging, Disability Studies, Data Science Methods and Applications [housed in the Sociology department], Urban Community Development, Peace Studies, and Women's and Gender Studies). The department also participates in Pathways, CUNY's general education curriculum, offering 200-level courses within the areas of Individual and Society, US Experience in Its Diversity, World Cultures and Global Issues, and Scientific World.³

Mission and Core Values of the Sociology Department

The department's mission is to equip students with:

- an overview of the field of Sociology and its everyday, community, and professional uses.
- an appreciation and understanding of the scientific method.
- the skills used for the collection and analysis of social data.
- the skills to think analytically and critically about society as well as participate in the development of creative solutions to social problems.
- a sociological understanding of how social structures impact individuals and are in turn shaped by individuals.
- an appreciation of the diversity of societies and cultures around the world and in the United States.
- training for careers and/or postgraduate educational opportunities in a wide variety of fields (sociology, social work, education, health, counseling, public service, law, business, public health) that require an understanding of the workings of society.

Reflections on Previous Self-Study (2016)

The evaluation of the Sociology Department in 2016 (by Ricardo A. Dello Buono, Manhattan College, and Sarah Wilcox, Sarah Lawrence College) recommended:

- Hiring a professional advisor
- Adding full-time faculty
- Reassigning faculty time to establish an internship director
- Establishing a capstone course once more full-time faculty are added
- Adding a College Lab Technician
- Adding a College Office Assistant

These recommendations aligned with the strategic plan the department had developed in the self-study, which listed the goals:

- Retaining and recruiting research-active scholars who are also excellent teachers.
- Continuing to provide a first-rate sociological education to our undergraduate students.

³ For a full list of Lehman College flexible core classes see <https://www.lehman.edu/academics/general-education-requirements.php>

- Expanding our curriculum in response to changing student needs and environment
- Continuing to improve student outcomes, whether in the form of on-time completion, placement in appropriate graduate programs, or engagement in satisfying careers.

Since the self-study, we have gained three tenure-track faculty members (Jennifer Laird in 2018, Brittany Fox-Williams in 2020, and Dialika Sall in 2021) and one faculty member has shifted from a doctoral lecturer line to a tenure-track line (Devrim Yavuz). We lost one tenure-track faculty member, who left for a position elsewhere (Hyeyoung Oh Nelson). In 2022 we hired a doctoral lecturer who is designated as the Sociology major advisor (Alyssa Lyons). Currently, her 24 teaching hours per year are split, with 12 devoted to student advising and 12 to teaching. The department also developed and is the home of the new Data Science minor.

Our department has many strengths, including highly research-active faculty, excellent teachers committed to undergraduate education, and active contributors to the department, college, CUNY system, and the profession.

However, several challenges that faced the department in 2016 remain. There is a lack of space (office, classroom, and research), with some faculty members located in a different building (Speech and Theater) than the Sociology department (Carman Hall). The ratio of the number of majors to full-time faculty remains higher than almost all NSS departments. This hinders the department from achieving goals such as starting an internship program or requiring a capstone course for majors because staffing such courses so that students can graduate on time would be challenging. Although faculty continue to publish and win grants, research activity is limited by a lack of support at the School and College levels.

Our department is also still dealing with the aftermath of the Covid pandemic. As will be discussed in our chapter on Students, our number of majors has declined since 2020 and the student population has shifted to include more native students (who begin at Lehman as first-year students) and fewer transfers. Additionally, since Covid, many students seem to continue to prefer online course modalities; current students, therefore, may be less engaged with the faculty and the department which may be impacting retention and time-to-degree. Student preference for online classes has also resulted in problems with enrollment for in-person classes.

In the pages that follow, we describe our curriculum, discuss our approach to assessment, provide an overview of our students, highlight the contributions of our faculty, and present the resources our department holds. We conclude the report by presenting a strategic plan for the next several years that outlines our specific needs to be successful in producing scholarship, educating our students, and providing service to the College and the community, objectives that align with Lehman Roadmap goals.

Chapter 2: Curriculum

Since our 2016 self-study, we have made changes in our curriculum, hired a lecturer/major advisor, adapted course offerings to pandemic conditions and post-pandemic student demands, initiated changes to our honors program, and led the creation of and sponsored an interdisciplinary minor in data science. We have responded to a set of important changes at Lehman College and the City University of New York (CUNY), including:

- Declining numbers of transfer students from community colleges and increased number of freshmen;
- Newly added course modalities and increased student demand for online courses;
- Emphasis on interdisciplinary programs;
- Expectations that all students should have the opportunity to participate in experiential learning⁴ of some kind. This expectation stems from mandates from the state and university as well as research from the ASA and elsewhere indicating that such experiences are an important factor in satisfaction with the major and career readiness.

The current curriculum ranges between 35-45 credits and consists of 11 courses, five of which are required theory and methods courses:

- Sociology 300 (The Sociological Imagination),
- Sociology 301 (Methods of Social Research),
- Sociology 302 (Sociological Theory),
- Sociology 303 (Advanced Methods of Social Research) and
- Sociology 345 (Quantitative Analysis of Sociological Data).

Sociology majors select from three concentrations, “Demography and Population Health,” “Education, Inequality, and Urban Studies” and “General Sociology,” within which students must take at least 3 courses at the 300 or 400 level.⁵ In fall 2023, 345 students concentrated in General Sociology, 130 students concentrated in Education, Inequality, and Urban Studies, and 21 students concentrated in Demography and Population Health. Please see Appendix B for fall 2023 syllabi from our lower-level courses, core courses, and upper-level elective courses.

As a department, we are engaged in discussing, developing, assessing and revising the curriculum. In spring 2021 we convened a semester-long “brown bag” series, *Drilling to the Core*, that examined the overall curriculum in depth, with a focus on the core required courses.⁶ Full time and part time faculty described the goals and challenges of each of the courses. In 2022-23 we began a more focused discussion of electives and career-related content.

Below, we describe the changes that have taken place in the curriculum since the last self-study.

⁴ By experiential learning, we refer to experiences such as authentic research including original data collection and analysis; service learning; and internships.

⁵ This range of credits reflects (1) the need to support students who took core courses when they were three credits, (2) the existence of several 4 credit electives, and (3) the desire to allow motivated students to take an “extra” course to earn departmental honors without going over the maximum credits (financial aid does not cover sociology courses over the maximum credits).

⁶ Recordings can be viewed here: [curriculum brown bags](#).

Curriculum Changes Since 2016

Additional Elective Courses

Since the last self-study, we removed some older courses from the catalog and added elective course offerings to continue modernization of the curriculum and align with student interests and faculty specializations. Newly added elective courses are: Sociology 221 (Sociology of Stress and Health), Sociology 330 (Adoption Policy and Children's Rights), Sociology 349 (Data Visualization), Sociology 355 (Applied Intermediate Statistics), and Sociology 356 (Reproducible Research).

Expansion of Pathways Courses

General education courses must meet specific requirements and be approved by the College's governance process (through the Undergraduate Curriculum Committee) and by the CUNY-wide Common Core Course Review Committee. Approval is not guaranteed and, in recent years, has taken as long as a year. Since the initial approvals of multiple courses during the creation of Pathways (CUNY's General Education curriculum),⁷ three additional sociology courses have been added: SOC 166 Fundamentals of Sociology (Individual and Society); SOC 228 Sociological Perspectives on Gender and Society (Individual and Society); and, SOC 223 Quantitative Reasoning for Social Scientists (Scientific World). The department has added these courses so we would have more offerings and could schedule more courses with the Lehman First Year Initiative Program, simultaneously helping the college as it adapts to a growing first-year Freshman population, and also expanding ways to recruit potential majors to the department. The faculty have discussed the utility of proposing additional courses.

Enrolling Master's Students in Undergraduate Sociology Courses

In addition to the above-listed new courses, we added Sociology 751 as a variable topics course that meets with 300-level Sociology courses.

Since spring 2017, the Department has enrolled selected master's level students in Education or Liberal Studies per the request of those programs. The graduate students typically are an asset to the class. Forty-three students have enrolled in these graduate sections of undergraduate courses since spring 2017.

Increased Credits for Core Courses

All five of the core courses have changed to 4 credits (from 3 credits) to enhance academic rigor and balance the importance of theory and methods courses. The additional credit and hour of class time incorporates more hands-on and applied work, as well as a greater expectation for time spent on homework and reading. Three of these classes (Sociology 301, 303 and 345) were already 4 hours/3 credits, and 300 and 302 have also benefited substantially by having an extra hour of class time. This also brings students closer to the average of 15 hours per semester that are needed to graduate in a timely manner.

⁷ Sociology courses previously approved for Pathways include: Soc 227 Sociology of Family (Individual and Society), Soc 234 Urban Sociology (US Experience in Its Diversity), 235 Education and Society (US Experience in Its Diversity), Soc 240 Death, Dying, and Bereavement (Individual and Society), and Soc 245 Social Processes of Global Interdependencies (World Cultures and Global Issues).

Redesign of SOC 302

At the time of the last self-study, we highlighted a goal of re-imagining Sociology 302 (Sociological Theory), which was the one core course still in need of significant revision. Moreover, as a core sociological skill, theorizing is different from empirical work or employing a method. It informs those activities just as they inform it.

The course was previously titled “Foundations of Modern Sociological Theories” and had a narrow course description focused on Marx, Durkheim, and Weber. It was renamed “Sociological Theory” and became a 4-credit, 4-hour course. In the course redesign, classical theorists remain a meaningful part of the course, but emphasis is also placed on the way contemporary authors engage with their ideas through reading authors such as Collins, Dubois, and Burawoy. In addition to a number of new learning objectives for the course, the redesign, led by the Theory Committee (Professors Conroy, Fenton, Gobeil, Nadeem, Patrias, and Yavuz), provided guidelines for the use of the additional hour of course time, as follows:

The additional one hour/credit should be used in order to:

- do close readings in class and in groups of original text paired with their more contemporary applications,
- supplement the course with audio visual material such as short videos on different theorists or documentaries on various topics,
- practice writing incorporating classic concepts and theorists, as well as their current versions. This need not be formal writing and can include reaction pieces, drawing explanatory causal diagrams, etc., to understand the material better,
- refer to reference materials (i.e., bibliographies, encyclopedias, texts on theorists) to learn how to go about grasping the material, and
- do careful reading of recent articles in order to discern where theories appear and to learn how to go about placing various ideas in different traditions.

Redesign of SOC 166

SOC 166 (Fundamentals of Sociology) is part of the Pathways Program. While it is not a required course for Sociology majors, it continues to be a popular and important course serving the needs of both Sociology students and students preparing for professions that require sociological knowledge, especially social work, medicine, nursing, and speech pathology. However, it is also considered a “high DWIF” (Withdrawal, Incomplete, and D or F grades) course. Given continued demand for this course and efforts to recruit more Sociology majors from Lehman’s general population of students, Prof. Alyssa Lyons has recently begun a redesign of the course to create a project-based version of the class that integrates applied qualitative and quantitative research methods and leans heavily on the field of digital Sociology while teaching introductory sociological content. This class intends to use open AI like ChatGPT as a tool in the sociological classroom for students to better understand its role in the contemporary classroom. In these ways, the redesign of Sociology 166 contributes to the ongoing modernization of our curriculum and serves the goal of experiential learning. It also holds promise for recruiting new majors from the growing pool of native first-year students at Lehman College.

Redesign of SOC 223

SOC 223 (Quantitative Reasoning for Social Scientists) was created as a 4-credit course in the hope that it would be included in the Pathways General Education program. For a number of reasons that inclusion did not happen early on, and the course was never taught. The department has changed the course to 3-credits to comply with newer Pathways requirements for the Scientific World category. This was approved by the College's Curriculum Committee in fall 2023. The Scientific World category has the smallest number of options for Lehman students (others include Logic and Critical Thinking courses), so our hope is that this will be regularly offered and will address the needs of the general Lehman population for more quantitative reasoning content, attract students to the major, and prepare (often math anxious) Sociology majors for the core research classes.

Modifications to Concentrations

We have modified concentrations such that students are required to take three 300-level courses out of a list of electives within each concentration (or any three 300-level courses for General Sociology). Previously, concentrations required six courses, including lower-level electives. The change makes it possible for transfer students who come with multiple 200-level classes to complete a concentration in an efficient manner. Likewise, students do not have to take an extra Sociology class to complete a concentration if they happen to have taken a single class in the "wrong" group. As a result, students from all gateway classes can enroll in any concentration. This modification is in alignment with most other "sub plans" at Lehman in which the subplan has a smaller number of credits than the "plan." Currently, the main plan consists of five core courses, three electives, and the three courses in the subplan. Students are encouraged to use their Lehman Sociology electives to enhance their concentrations either with substantive or methodological courses. We are also currently in the process of adding Sociology 311 (Social Scientific Perspectives on Health and Disability) to the concentration in Demography and Population Health to bring the list of courses in that concentration up to five. Sociology 311 was a 200-level course prior to 2018.

New Course Modalities

Beginning in March 2020, the Sociology Department had no choice but to rethink the mode of delivery for its course offerings. From spring 2017 to spring 2020, the Department offered roughly 70 percent (in spring 2020) to 82 percent (in fall 2017) of its course sections in-person, with the remainder being online asynchronous courses. (In fall 2016, 85 percent of course sections were offered in person.)

As a result of the Covid-19 pandemic, the department shifted all of its in-person courses to an online synchronous format in March 2020. In fall 2020 and spring 2021, courses remained completely online. In fall 2020, 74 percent of courses were offered in the online synchronous format, with the remainder being offered asynchronously. In spring 2021, 78 percent of courses were offered in the online synchronous modality; the remainder were asynchronous. In fall 2021, the Department scheduled 7 hybrid synchronous courses. In the end, these courses were almost entirely online. Some classes met in-person for a single class meeting.

For the spring 2022 semester, the CUNY administration established a target that 70 percent of classes would be in-person, with the remainder online or hybrid (CUNY's refusal to count hybrid courses as partially in-person, despite most instructors for these courses planning to meet regularly in-person, was puzzling at best). During the spring 2022 enrollment period, the Department shifted several course modalities from in-person to online synchronous as a result of low enrollments. Ultimately, the Department scheduled slightly less than half of its course offerings as in-person, or hybrid with some in-person meetings (56 percent combined). In scheduling from fall 2022 to the present, the Department has done its best to thread the needle between our belief that in-person courses bring greater student engagement and foster more student learning than online courses, and the evidence of greater student demand for online courses than in-person ones. Our majors often have multiple responsibilities, including full-time work and caring for family members, making online class meetings very appealing. We certainly want to address student needs but remain firm that in-person classes should be the preferred modality.

One consequence of the pandemic was that a number of departments and programs were found to be out of compliance with state regulations because students could (in theory) earn more than half of their credits in online courses. Therefore the Department was required to register as an online program. While not entirely comfortable with this designation, the Department acknowledged this reality. While we do not want (and do not have the instructional design infrastructure for) a formal fully online program, we also know that students are able to put such a program together if they so desire. We continue to explore how to monitor and manage this situation.

Below is a summary of the modality mix from spring 2016 to the present. For spring 2024, over half of our course sections are scheduled to meet in person. If these scheduled in-person sections have sufficient enrollments (as decided by the Dean's Office), spring 2024 will mark the first time since spring 2020 that the majority of our course sections will be offered in person.

Table 2.1: Course Modalities, Spring 2016-Spring 2024

Semester	Total Sections*	In Person	Hybrid Synchronous	Hybrid Asynchronous	Online Synchronous	Online Asynchronous	Online Mix (OS & OA)
Sp 16	74	62				12	
Fall 16	91	77				14	
Sp 17	84	67				17	
Fall 17	100	82				18	
Sp 18	102	75				27	
Fall 18	101	78				23	
Sp 19	87	68				19	
Fall 19	83	66				17	
Sp 20	81	57				24	
Fall 20	77				57	20	
Sp 21	76				59	17	
Fall 21	65		7		38	20	
Sp 22	68	30	8		17	13	
Fall 22	64	20	9		22	13	
Sp 23	63	23		2	25	13	
Fall 23	55	19	3		18	12	3
Sp 24	61	32	3	1	12	12	1

Honors Courses and Program Development

Honors Tutorials

Since the last self-study, faculty members have continued to enroll individual students in SOC 481, a tutorial that students must complete to receive departmental honors at graduation (in addition to meeting GPA requirements for the major and overall). Since spring 2016, 65 students have enrolled in this course. Prior to the pandemic, the Sociology Department had a research day each spring where SOC 481 students could present their research; some students also participated in a Lehman-wide student research conference.

Teaching Honors Courses outside of Sociology

Sociology faculty have regularly taught courses in the college's two main honors programs, Macaulay Honors College and the Lehman Scholars Program. Since 2016, these offerings have included: an introduction to Queer Studies (Lyons); a seminar on nationalisms past and present (Yavuz); a course on socioeconomic inequality in New York City (Dumais); a seminar analyzing cover versions and the use of sampling in modern music (Bonastia); an interdisciplinary, co-taught seminar on quantitative analysis of NYC health data (Spence with Mia Budescu from Psychology); and two LSP seminars that met with an upper level sociology elective that majors could enroll in – a course on the Sociology of gender and reproduction (Markens), and a course on the Black immigrant experience in the 20-21st century U.S. (Sall). Prof. Bonastia was Associate Director of the Lehman Scholars Program and Macaulay Honors College at Lehman from 2009 to June 2020, when he stepped down from the position to become chair of the Sociology Department.

Interdisciplinary Minor in Data Science Methods and Applications

An interdisciplinary minor in Data Science has been created since the previous self-study. Housed in the Sociology Department the 15-18 credit minor was created in 2018, with Elin Waring serving as the Coordinator for the program. The minor in data science methods and applications is appropriate for students in majors across various disciplines who are interested in learning methods for working with big, complex, and/or "messy" data, machine learning, and application to real world topics. The minor provides students with interdisciplinary course work focused on obtaining, managing, analyzing, interpreting and communicating about data in all of its forms. Students learn Python and R programming as well as other languages used by data scientists. Currently 17 students are enrolled in the minor, which makes it a medium sized minor for Lehman.

The minor has three required courses, including SOC 348 (Reasoning with Data). SOC 345 (Quantitative Analysis of Sociological Data) satisfies the statistics requirement for the minor, and SOC 339 (American Demography) is an elective. Several courses are in the process of being added to the minor: SOC 356 (Reproducible Research), SOC 349 (Data Visualizations), SOC 311 (Social Scientific Perspectives on Health and Disability), and SOC 355 (Applied Intermediate Statistics for Sociology).

Ongoing Curriculum Revision

As a Department, we continue to consider ways to improve our curriculum to ensure that it meets the needs of students and aspirations of faculty and students alike. We are currently working on a number of issues; some are new and some continue from the last self-study. We are guided in our revisions by assessment results, feedback from faculty and students, and local and national changes to the educational landscape.

- Currently our introductory course (SOC 166) is under revision. One implication of these revisions is that it will no longer be a textbook-based survey of the discipline course. However, we believe that such a survey course can be valuable for students, and, in particular, can help Sociology majors to have an understanding of the discipline as a whole. Therefore, we are considering the creation of a new elective, potentially at the 300-level, which would serve that purpose. Such a course might be particularly useful for students in the General Sociology concentration. See *Redesign of SOC 166* above.
- Lehman has shifted to a student population with a higher proportion of students who start as first-year students, also known as “natives.” The Sociology major has been designed with the needs of transfer students in mind; it can be completed in four semesters, even by a student who does not transfer in any Sociology credits. Among other implications of this design is that sequencing of courses has been intentionally limited to three levels and there is no structured sequencing of electives. We are exploring a number of options that would allow us to offer an effective major for native and transfer students alike.
- In spring 2016 (around the time of the previous self-study), departmental honors requirements were modified to allow students to use enrollment in any 400-level course to apply for honors. Combined with offering more 400-level classes on a regular basis, this modification would allow more students to earn departmental honors. However, the disruption created by the pandemic has prevented us from taking full advantage of this revision. We also are aware that, for many of our top students, the reality of their lives – balancing work and family responsibilities with their educational pursuits – makes taking on a full-scale research project impractical (or at least it feels that way to them). The potential exists to consider offering other visions of an honors experience. As part of an effort to encourage students to participate in 400-level courses, we modified the concentrations to allow a 400-level course to substitute for one concentration class. We also increased the maximum number of credits in the major to allow space for an honors course in addition to the standard curriculum.
- We continue to recognize the need to ensure that Sociology students have opportunities for experiential learning and career exploration. One way to do that would be to create a formalized internship course that is credit-bearing and coordinated (although not all internships need to be credit-bearing). Such a course potentially could be at the 400 level, allowing students to have an honors experience. Among the challenges with this idea are that many students work full time and others are hard pressed to complete the major as it stands. We continue to explore a number of options, and have looked extensively at Lehman departments with thriving honors programs or successful internship programs. Our discussions include the possibility of creating a more extensive “honors track” that would lead up to a 400-level course experience.

There are a number of other curricular initiatives at earlier stages of exploration that are also aimed at creating a well-grounded, research-based learning experience for our majors. These include:

- We continue to believe that a number of our students would benefit from a more structured engagement with other departments at Lehman. Examples include humanities courses that would deepen student understanding of the content and context of social theory, professional writing courses specifically focused on writing done by sociologists (e.g., grant proposals and writing about data), and math (most Sociology majors have not taken precalculus, which creates challenges for understanding quantitative analysis as well as for graduate school admission).
- Creation of a capstone experience continues to be an important goal, since such experiences are recommended by the ASA and broader literature on student success. Resource (staffing) constraints and the needs of transfer students are among the challenges we would need to take into account. Nonetheless, we continue to explore ways to ensure that our majors have a culminating experience.
- We are very aware of the need for our students to have opportunities for mentored research experiences beyond those built into courses. Many of our other curriculum goals relate to this, including the opportunity for research internships and increased participation in departmental honors. We know that the research literature highlights the transformative role that collaboration with faculty on research can play. At times, external funding has been able to support students and faculty in this. We have also offered summer courses (e.g. The Sociology of Kingsbridge Heights) as a way of doing this. Finding ways to institutionalize these experiences is a key goal.
- We believe that our students would benefit from increased engagement with global education, specifically study abroad and application for competitive international fellowships. Although Lehman is a top producer of undergraduate Fulbright and Gilman scholars, Sociology students have not been participants. Additionally, Sociology has never offered a course through study abroad. Several faculty members have expressed interest in developing such courses.
- We are concerned that students who wish to enroll in competitive or top-ranked graduate programs (e.g. doctoral programs and law schools) are often not viewed as strong candidates, in part because of specific missing elements in their Lehman experiences. Given that research findings on the discipline indicate that graduates of non-elite undergraduate institutions are at a significant disadvantage in graduate admissions, we know that the group of students for whom this is a possible path need to be better served.
- We continue to explore options around alternative versions of the major, new minors (both internal and interdisciplinary), possibilities involving connections to pre-professional programs and post-degree options (such as a MA program, “4+1” programs, and certificates).

More generally, we continue our efforts to have a curriculum that is responsive to changes in the discipline and reflects understanding of how students learn. We engage in serious discussions of topics such as decolonizing the curriculum, the role of public Sociology, and the importance of career readiness. Implementation of changes based on these discussions is systematic and intentional.

Developing an Advising Curriculum

In the 2015-2016 self-study, we highlighted that our Department notably increased the time spent on advising our current students while also strengthening course planning with new majors. While we noted that this presumably had a positive impact on the experiences of our students, increased advisory responsibilities also posed a significant burden for our faculty given the large number of majors in our program and lack of specific training on advising topics.⁸

The Department addressed this challenge by hiring a Doctoral Lecturer in fall 2022 whose contractual workload is equally split between teaching in the department and serving as the primary major advisor. Prior to this, a full-time professorial faculty member served as major advisor, receiving one or two course releases per academic year. While other full-time faculty members did (and still do) advise students, the major advisor devoted most of their advising time to meetings with students seeking course planning assistance, career advice, and so on.

With the addition of Alyssa Lyons (who holds a Ph.D. in Sociology) to the full-time faculty, we have been able to shore up departmental advising on multiple fronts. For the first time we have begun to develop an advising curriculum that meets the needs of specific groups of students and is aligned with students' development over their time in college. For example, we have been able to integrate major advising into our Sociology curriculum. Each semester, the Sociology major advisor coordinates and visits lower level and upper-level courses—more specifically, sections of both SOC 166 (Fundamentals of Sociology) and SOC 300 (The Sociological Imagination)—to introduce students to the Sociology major and explore possible career pathways after graduation.

Secondly, the advisor has been able to conduct targeted outreach to vulnerable student populations—for example, those who have temporarily paused or discontinued their studies for numerous semesters due to extenuating individual and/or structural factors. With the support of the major advisor, we have been able to offer additional support to these students while encouraging them to re-enroll (or, if they have been away from school for more than a semester, to re-admit) and register for courses. This intervention has a positive impact on both programmatic and institutional retention and it has lowered attrition.

Moreover, the addition of the advisor has allowed us to expand our student reach as a department. We are now able to offer advisory services and support to prospective majors who are interested in exploring the discipline and taking Sociology courses. The Sociology advisor has also increased departmental visibility on campus by attending open house events and admissions sessions on behalf of the department throughout the academic year.

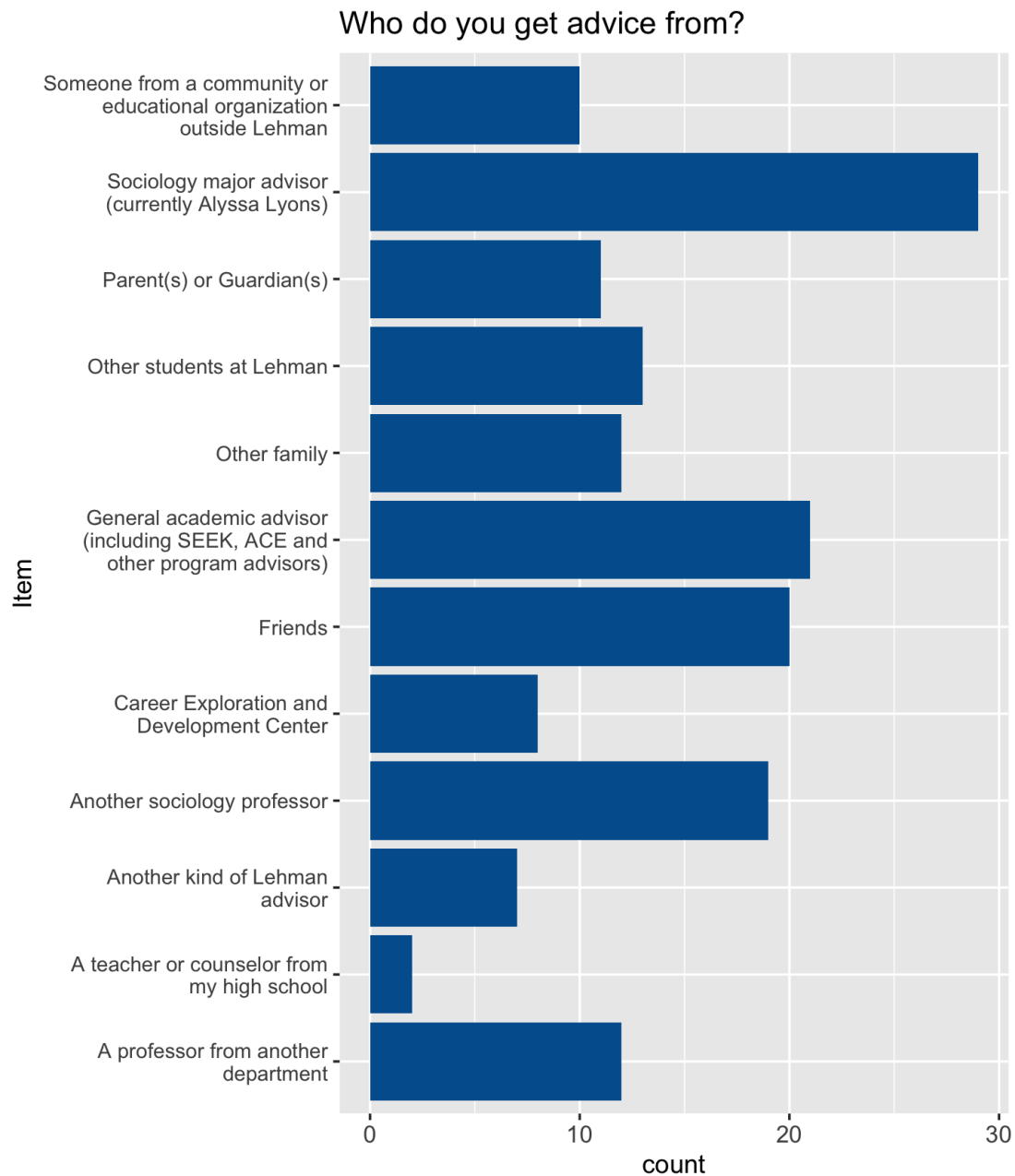
Lastly, we have been able to meet the increasing and immediate advising needs of our current students throughout the academic year while allowing other faculty to focus their advising and mentoring on issues such as graduate school plans, research opportunities, and career plans.

⁸ One response to this situation was creating a series of videos about the major for specific groups of students. These may be viewed at the bottom of this page: [Sociology advising](#).

According to a survey sent to majors and minors in fall 2023,⁹ the major advisor is the most common source of advising for Sociology majors (see Figure 2.1). However, the substantially lower use of other resources, such as the college's Career Exploration and Development Center, represents areas for potential growth and collaborations across the campus. The work of developing a comprehensive sociology advising curriculum will be led by Prof. Lyons but engage the entire faculty.

⁹Of 681 majors/minors that were sent a survey in fall 2023, we received responses from 57 majors and 9 minors. See Appendix E for more detailed results from this survey.

Figure 2.1: Sociology Majors’ Responses to “Who else do you go to for advice about college, graduate school career or other topics?”



Future Planning, Issues, & Constraints

We continue to grapple with a multitude of shifts at Lehman College. Most notably, the 2020 global Covid-19 pandemic radically impacted the world, and our campus was no exception to these changes. Despite these changing tides, or perhaps because of them, we remain steadfastly committed to adapting our curriculum in accordance with the evolving needs of both our students and the times.

Student Experiences and Supports

An Honors, Internship, and Research Experience Coordinator: Developing internship and research opportunities for our students continues to be a priority for our department. Since our students do not live on campus and many of them have competing work and family obligations and responsibilities, we are interested in creating experiences that consider both the immediate needs and future goals of our students. We continue to have our sights set on developing a 400-level internship course while also maintaining an interest in creating more robust research opportunities for our students. To create, coordinate, and implement this kind of programming is time- and labor-intensive. For some time, we have envisioned having a faculty member to have some reassigned time each semester for high level management of this program (including site visits) and coordination with the Career Exploration and Development Center. This remains our vision. The success of the departmental advisor model reinforces our belief in this vision. Specifically, coordinating these programs and appointing a lead instructor for those elements that are credit-bearing, could be accomplished with the addition of a teaching-focused faculty member assigned to this role.

Additional Support for Advisor: The addition of a faculty member with 50 percent of their workload dedicated to advising has allowed us to markedly increase our visibility and reach while rendering more direct support to readmitted, prospective, and current students. However, some challenges remain when it comes to the departmental capacity for Sociology advising. While we ambitiously hoped the advisor could also serve to coordinate all aspects of student experience in the department— including matching students with research experiences on and off campus, providing graduate school advising for professional programs (which our faculty are less familiar with than doctoral programs), and identifying potential honors students—we remain constrained by limited faculty resources in that the advisor is only able to dedicate half of their time to advisement in their hybrid role as a Doctoral Lecturer, which is also a 9-month appointment. As a result, much of the current advisory work is still centered on immediate and pressing student concerns. We remain interested in a future where advising has the space and potential to include long-term project-planning. This might be achieved with collaborative, interdepartmental relationship building between the advisor and career services staff, the pre-graduate advising team, the scholarship and grant office, and other departments. Doing so would complement existing college-wide programs rather than be duplicative with our internal advisory supports. Given our limited resources and the half-time advisory capacity of our current major advisor, this kind of programming may place too much of a burden on faculty who already have many service responsibilities. We see a number of possible ways to address this. First, the advisor can be provided with at least 50% summer salary (i.e., 1.5 months) to work on larger projects in addition to meeting the demand for summer advising. Second, additional faculty members should receive support for other projects and initiatives through summer salaries, course releases, or stipends.

An immediate step might include hiring a college assistant or non-teaching adjunct to support the major advisor in establishing relationships with relevant offices at Lehman and completing appropriate clerical tasks.

Staff and Faculty Support

Faculty lines: We continue to have ambitious goals for our curriculum, including the development of an honors sequence, a required capstone course, and interdisciplinary minors.

We also have a long-standing interest in the creation of an MA program which we have been forced to set aside due to lack of faculty. We continue to need more faculty members if we are to be successful in accomplishing these goals, and particularly need faculty who specialize in Hispanic/Latina/o/x/e studies, health and healthcare disparities, urban studies (ideally with a Bronx focus), and methodology. Additionally, since we are a majority Hispanic/Latina/o/x/e institution, we are also interested in faculty members whose research speaks to our student populations' history, knowledge, and experiences. These goals are discussed in more detail in the Resources chapter.

Administrative support: Implementing an effective curriculum depends crucially on administrative support, whether managing scheduling, navigating the complexities of the hiring process for part-time faculty or supporting faculty in their teaching needs. As we discussed in our 2016 self-study, our current administrator has a wealth of knowledge and experience but is often spread thin. We need an additional college office assistant to manage basic clerical work and other tasks to better allow our current administrator to focus on budget, human resources issues, and interaction with administrative offices across the campus. Additionally, we need to consider the impending retirement of our current administrator and how that might fit into future consideration for the role.

Technical support: Many of our classes, particularly our research methods and statistics core courses, are held in computer labs. Inevitably, issues happen with the projector failing to project, lab computers not working, and so on. These issues are especially burdensome when they happen during evening and Saturday classes when there are few, if any, IT or Multimedia staff available to troubleshoot. We encourage the College to invest in more staff in both IT and Multimedia services and increase availability of these staff during times when classes are held, including evenings and weekends.

Curriculum

Experiential Education: We have turned an eye towards developing and incorporating more experiential learning opportunities. These experiences are an important factor in satisfaction with the major and career readiness. State, university, and ASA organizational expectations dictate that all students should have the opportunity to participate in experiential learning. As we mentioned during our last self-study, given our small number of faculty and our limited resources, creating experiential learning opportunities is challenging, while participating in interdisciplinary activities may create too much of a burden on faculty who are already spread thin. Despite these limitations we have developed four experiential learning pathways that align with the College's goal to Educate, Empower, and Engage Students to Participate in a Global Society and Enhance Career Advancement:

- 1) A course-based pathway - With the support of the NSS office's STEM-IN Grant during the 2023 academic year, we strengthened the STEM curriculum in SOC 166.
- 2) A research-based pathway - Faculty have used external funding to create summer and academic-year research experiences for undergraduates (REUs), several of which have led to graduate school admissions and undergraduate co-authorships.
- 3) An industry pathway - Through the CUNY Inclusive Economy Initiative, we have recruited 18 sociology students for the 2023-2024 internship cohort. Students in the cohort obtained full and part-time internships.

4) International pathway - We are currently working to expand international course-embedded and study abroad opportunities for sociology students.

Creating an Honors Track Within the Major: We have a long-term interest in creating an honors track or honors option in our Sociology curriculum. Currently, we are debating the merits of creating a separate honors major and curriculum, or adding an honors supplement option to each of our core methods and theory courses. We would like to offer an honors version of our classes in ways that are simple and flexible to implement, and that consider the needs and interests of our students and faculty. To date this vision has proven difficult to realize both departmentally and institutionally.

Chapter 3: Assessment

The Department of Sociology has been at the vanguard of assessment at Lehman College. It has always sought to balance the institutional need to document student success with our dedication to fostering an appreciation of the discipline. In 2010 the Department of Sociology heeded the ASA's and NSF's call for defining a [core sociological literacy framework](#), by adopting a set of [learning goals that put the discipline of Sociology to the forefront](#) whilst still aligning well with [Lehman College's Institutional Learning Objectives](#). Since then, the Department has evaluated student learning yearly. The results have served to inform program- and course-level improvements. This section first review's our departmental goals, and then summarizes our assessment activities and results.

Program-level Learning Goals and Outcomes

The Department of Sociology has drafted skill-based competencies in addition to the knowledge of the discipline typically expected from Sociology students. These competencies previously revolved around five axes (learning goals) and several learning outcomes that made the goals measurable (23 total, available in Appendix A). As noted above, these were initially drafted in 2010 with great care for highlighting the strengths of a Sociology education. In fall 2023, we updated the goals and outcomes to take into account broader external transformations (such as the more common use and availability of IT) and to align better with the college's strict assessment cycle (currently stated as four years). The change will not only help the department offer a quality education, but will also provide a more systematic assessment of goals. Additionally, the new goals are meant to align better with the College's Institutional Learning Outcome to empower, educate and engage students to participate in a global society and enhance career advancement (see the *Future Directions* section of this chapter for the new goals).

While we are excited to work with our modified goals and objectives, the following have guided our assessment activities from 2010 to 2023:

- GOAL I (core knowledge): the core sociological concepts, such that the student will be able to:
- GOAL II (theory): the role of theory in Sociology, such that the student will be able to:
- GOAL III (research): the use of empirical evidence in Sociology, such that the student will be able to:
- GOAL IV (IT literacy): the role of computers, internet resources and libraries in sociological research, so that the student will be able to:
- GOAL V (communication literacy): the strategies for communicating sociological research and arguments, such that the student will be able to:

Course-Level Goals and Learning Objectives

We incorporated program-level goals into course-level objectives by updating and harmonizing syllabi in 2010 and again in 2018 and sharing them with all faculty. The Department of Sociology has reiterated the importance of academic freedom and the ability of instructors to

teach subject matter that they feel passionate about, by affording flexibility over course descriptions and content. However, the Department has also made sure that course-level objectives align with general competencies (our departmental learning goals) and that they are clearly communicated to all stake-holders, including students. Courses have been assigned a full-time faculty point person to facilitate the on-boarding of new instructors through the sharing of ideas and resources. Furthermore, the department collects syllabi each semester in a shared repository (using Blackboard) to document and highlight teaching in Sociology. The ultimate goal is to make sure that instructors maintain some flexibility in determining the content of the course, whilst covering discipline-specific knowledge and skills expected of our majors. Moreover, by documenting our activities, we have showcased how we contribute to the student experience at Lehman College. We are currently working on updating the course-level objectives again to take into account changes to the curriculum, program goals, and discipline.

The Department is aware that skills are internalized the more they are practiced. As such, our syllabi also reflect the belief that both our required course sequence and our electives should reinforce them. To this end, the Department has made it its practice to emphasize the importance of quantitative reasoning, experiential learning, and using disciplinary nomenclature for various work (such as using the ASA citation style in all courses). These are reflected in course-level learning objectives discussed above and reinforced through periodic reminders in preparation for each new semester. Overall, the existence of learning goals and outcomes helps in this endeavor.

Formal Assessment Activities

The Department of Sociology has, since the last self study, assessed learning goals I through V.¹⁰ As importantly, we have assessed them more than once so that various program- and course-level curricular changes can be evaluated. To this end, the Department has implemented two assessment activities over the years. One is the Levels of Conceptual Understanding of Statistics test (LOCUS) the other is an in-house rubric developed to assess the extent to which students have internalized several of our learning goals throughout their time in the major. This assessment specifically focuses on a research proposal written in our Advanced Research Methods class (SOC 303). Moreover, given the importance of gauging whether our learning goals are introduced and reinforced at every level of the program, we have developed and administered two surveys, one for faculty and one for students, in fall 2023. See Table 3.1 for a summary of our assessment activities.

¹⁰ In fall 2023 these were revised and now are organized into four outcomes, discussed at the end of this chapter.

Table 3.1: Assessment Types, 2016-2024

Assessment Type	YEARS	Type of Measure	GOAL I core knowledge	GOAL II theory	GOAL III research	GOAL IV IT literacy	GOAL V communication literacy
SOC301 and SOC345 LOCUS	AY16-17 AY17-18 AY18-19 AY19-20 AY22-23	Direct Test			✓		
SOC 303 Research Proposal	AY14-15 AY21-22 AY23-24	Direct Student Artifact	✓	✓		✓	✓
Student and Faculty survey	AY23-24	Indirect Survey	✓	✓	✓	✓	✓

Assessment Activity 1: LOCUS Description and Results

Since 2015, the Sociology Department has continuously administered [the LOCUS test](#), thanks to the involvement of five full-time faculty members and a few part-time faculty. The test was chosen because of its emphasis on conceptual rather than procedural understanding of statistics. Hence, the test was deemed appropriate for measuring how our students fared in several outcomes of Goal III (research) through its emphasis on research design, formulating research questions, and interpreting results. Additionally, because the LOCUS touched on the mastery of statistical concepts included in New York State's Department of Education Common Core, it further helped us gain an appreciation of the areas where Lehman College students should have skills should they want to be qualified to teach in the school system, as it is essential that teachers have mastery of material beyond the level at which they are expected to teach (American Statistical Association, 2015). Given that the LOCUS was designed to assess learning in middle and high school settings with a dedicated statistics (and not mathematics) course, the main use of the scores is to assess the level of preparedness our students bring to the major (SOC 301) and to gauge the extent that taking our core courses helps increase their scores.

Pre- and post-test versions of the LOCUS have been deployed in multiple sections of two required courses: SOC 301 (Methods of Social Research) and SOC 345 (Quantitative Analysis of Sociological Data). We selected these two courses because they captured students at two key moments in their trajectories. The pre-test (administered at the start of each semester) allowed for assessing the level of preparedness with which our students enter the major in SOC 301, while in SOC 345 it allowed for gauging the impact that at least two semesters in the Sociology major had on students. The post-test (administered at the end of the semester) in both of these courses captured the impact that SOC 301 had on questions pertaining more to research design and that SOC 345 had on interpretation and analysis. The Department has been able to collect data for several years from a large sample of students, thanks to the collaboration of instructors who have found the test to be a useful activity in their courses. The number of test takers in SOC 301 has varied from 52 to 359 since 2016, while those in SOC 345 from 85 to 193 over the same period, representing a substantive sample, if not most of our majors, over the years. All in all, 981 students have taken the pre-test and 466 the post-test in SOC 301, while in SOC 345, 1447 and 582 students have taken the pre- and post-tests respectively.

The LOCUS scores reveal progress between the pre-tests and post-tests for each year the test has been administered, including during the first year out of the pandemic (see Table 3.2). This progress reflects changes implemented in SOC 301 and SOC 345, including the addition of new lessons and practice problems related to statistical reasoning, sampling, and data visualization. The department has also emphasized the importance of introducing Quantitative Reasoning (QR) throughout the curriculum. The LOCUS results have also encouraged the department to think about the sequence between SOC 301-303-345 to determine what changes can be made. Over the years SOC 301 has come to focus more on research that students can conduct around them (for instance by conducting interviews), while SOC 303 has touched on more abstract concepts and data collection, and SOC 345 has focused on secondary data analysis and learning statistical software. Currently, many math-averse students postpone completion of SOC 345 until their final semester; this makes it challenging to assume statistical knowledge in other advanced courses (including demography courses). One option would be to make SOC 303 come after SOC 345

(and possibly SOC 302). Increasingly the R programming language is used across multiple sociology courses, and incorporating it in a more sequential way would provide students with the opportunity to develop their skills. Alternatively, SOC 345 could be the final course, with SOC 303 providing a more basic exposure through its active learning model. There is also room for consideration of how having students take upper level electives after having taken some methods courses could substantially enrich those classes and make incorporating research experiences more practical.

Table 3.2: Mean LOCUS Scores by Academic Year											
Test	15-16	16-17	17-18	18-19	19-20	20-21	22-23	MEDIAN	MIN	MAX	SD
301 Pretest	41	39	39	40	42	41	42	39	22	70	11.7
301 Post	46	43	40	45	45	45	57↑	54	22	87	16.1
345 Pretest	39	41	39	40	42	41	40.5	39	17	70	12.0
345 Post	43	51	50	42	46	44	53↑	52	22	88	18.4

Assessment Activity 2: In-House Rubric Based on the Research Proposal in SOC 303 Advanced Methods of Social Research

In addition to the LOCUS, the Sociology Department uses a departmentally-developed rubric to assess learning goals and objectives. In 2014-2015 and 2021-2022, we used a research proposal students prepared in SOC 303 to assess goals I, IV and V. We chose the research proposal because it comprehensively covers elements of sociological knowledge, information literacy, and communication. The assessment also helped determine whether there was a difference between online and in-person sections of the course. The Assessment Coordinator developed and administered a rubric to assess the sub-objectives related to four of our learning goals.

Results indicate that, in general, *there were no apparent differences in performance based on mode of delivery*. The two sections performed similarly on most measures. In fact, the in-person format on some measures had a handful of students performing more poorly on certain tasks, raising possible issues with scheduling after the pandemic. This should be something the Department considers when thinking about the online program (as a viable alternative for some students) and in terms of planning in-person class offerings.

Goal I, objective A: Compare and contrast a sociological perspective with other scientific perspectives. We assessed this by gauging how many of the four required sources in the proposal were sociological and from related fields. Conversely, this measure also reflected the ability to exclude sources that are not deemed relevant to sociologists.

Results (see Table 3.3) indicate that both sections were shy of the acceptable target 1 with only roughly 47% of students finding 3 or more sociological sources. However, when sources from Sociology and related disciplines are considered both sections surpassed or neared the ideal target 2 of 80% with around 82% of the online section and 76% of the in-person class finding adequate sources.

Table 3.3: Results for Goal I, Objective A, Comparing In-Person and Online Synchronous Sections of SOC 303					
	Students with 0 Sources Meeting the Objective	Students with 1 Source Meeting the Objective	Students with 2 Sources Meeting the Objective	Students with 3 Sources Meeting the Objective	Students with 4 Sources Meeting the Objective
Sources are Sociological (Goal I): Fall 2021 Online Synchronous	18% (3)	12% (2)	24% (4)	18% (3)	29% (5)
Sources are Sociological or from related fields (Goal I): Fall 2021 Online Synchronous	0	0	18% (3)	18% (3)	65% (11)
Sources are Sociological (Goal I): Spring 2022 In-Person	29% (5)	0	18% (3)	18% (3)	29% (5)
Sources are Sociological or from related fields (Goal I): Spring 2022 In-Person	12% (2)	0	18% (3)	0	76% (13)

Goal II, objective A: Define theory and describe its role in building sociological knowledge. We measured this by looking at the extent to which students used their sources to justify their hypotheses or research questions. This measure was further fine-tuned by looking at whether the number of sources students included in their literature reviews had an impact on their propensity to use sources to shape the research.

The assessment showed that students did not always use readings and the ideas found in them to inform their research questions (see Tables 3.4 and 3.5). However, the more sources a student found increased the likelihood that they would be used to write theory-driven research proposals. The results were shared with the department and it was decided that all faculty would reinforce the use of the ASA citation style, as this ability seems to be highly correlated to other skills (see Appendix A for the full report).

The results also suggest that SOC 300 and SOC 302 and their sequence in the program should be evaluated in our post-pandemic environment. Because discipline-specific information literacy is covered, in part, in these two courses, where they fit in the program in relation to methods courses such as SOC 301, SOC 303, and SOC 345 is an ongoing discussion in the department. For example, whether to require SOC 300 be taken prior to taking SOC 303 has been discussed. We also started to discuss whether minimum grades of C (rather than C-) should be required for progression. Given the online environment of the last three years, and the way it has impacted

both information literacy and the classes students have taken, we seek to gauge how the student experience is impacted (starting with the survey of courses described in *Assessment Activity III*).

Table 3.4: Whether the research question is based on the readings by the number of sources included in the literature review					
Number of sources in literature review	0	1	2	3	4
Does not base research question on readings	16%	6%	10%	10%	58%
Question is based on readings	0%	6%	0%	20%	80%
Total	9%	2.9%	6%	15%	68%

Goal IV, objectives A and B: Access original and peer-reviewed published sociological research and data and distinguish credible peer-reviewed published sociological research and knowledge from other information. These two dimensions of information literacy were assessed through the number of peer-reviewed sources (regardless of discipline) to determine whether students were able to access peer-reviewed information and distinguish it from other types of sources.

Results confirm this finding (see Table 3.6). All students in the online section used peer reviewed/scholarly articles and over 88% of students in the in-person section helped the department surpass ideal targets. Thus, students seem to be familiar with online databases, thanks to demonstrations provided in SOC 303 and SOC 300. Given the familiarity with peer-reviewed sources and how to find them, future demonstrations in all courses (both electives and required) can focus on performing more discipline-specific searches by, for example, exposing students to major sociological publications.

Table 3.5: Results for Goal IV, Objectives A and B					
	Students with 0 Sources Meeting the Objective	Students with 1 Source Meeting the Objective	Students with 2 Sources Meeting the Objective	Students with 3 Sources Meeting the Objective	Students with 4 Sources Meeting the Objective
Sources are Peer-Reviewed (Goal IV): Fall 2021 Online Synchronous	0% (0)	0% (0)	0% (0)	12% (2)	88% (15)
Sources are Peer-Reviewed (Goal IV): Spring 2022 In-Person	6% (1)	6% (1)	12% (2)	0% (0)	88% (15)

Goal V, objectives A and B: Document writing with ASA style citations and bibliographies and write a sociological literature review. These aspects of communication literacy were assessed by (1) looking at the reference section and in-text citations to determine whether students used the ASA style and (2) The number of sources used in the literature review, respectively.

As revealed by Table 3.6, only 35.3% of students in each section used the ASA format, far from acceptable targets. As revealed by the previous table, however, acceptable targets were met with 64 to 70% of students using all four sources, as revealed in table 3.7.

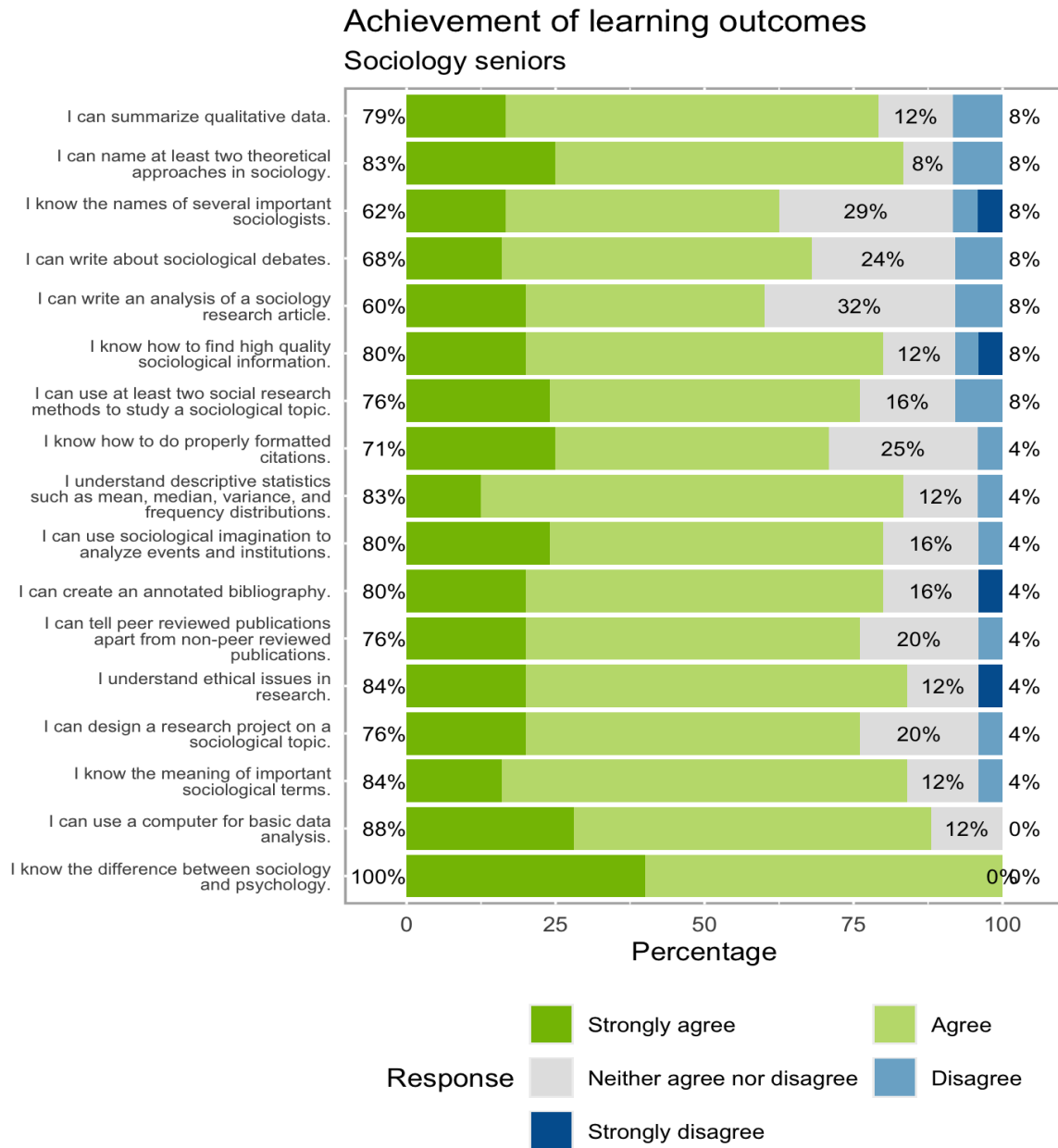
Table 3.6: Results for Goal V, Objective A, finding sources and citing them in ASA format Comparing In-Person and Online Sections				
	Fall 2021 – Online		Spring 2022-In person	
	No	Yes	No	Yes
Question based on a source	59%	41%	53%	47%
ASA format	65%	35%	64%	35%
All sources are on topic	41%	59%	18%	82%

Table 3.7: GOAL V, Objective E, Write a Literature Review					
	Students with 0 Sources Meeting the Objective	Students with 1 Source Meeting the Objective	Students with 2 Sources Meeting the Objective	Students with 3 Sources Meeting the Objective	Students with 4 Sources Meeting the Objective
Sources are used in literature review (Goal V): Fall 2021 Online Synchronous	0	0	12% (2)	24% (4)	65% (11)
Sources are used in literature review (Goal V): Spring 2022 In-Person	18% (3)	6% (1)	24% (4)	6% (1)	71% (12)

Assessment Activity III: Survey of Goals Across the Curriculum

In fall 2023, the Department conducted a survey of Sociology majors and minors– see footnote 9 in Chapter 2 for more information and Appendix E for the survey data. Students were asked the extent to which they have achieved specific learning outcomes. Students with at least 90 credits (i.e. seniors, n =25) indicated very strong agreement; the highest percent disagreeing was 8%. Among all students, the strongest result was that they knew the difference between Sociology and other disciplines. They also reported understanding ethical issues in the discipline and knowing sociological concepts. Overall, most of our learning outcomes had been incorporated into the major, with 60 percent or more seniors agreeing or strongly agreeing with various statements about exposure to various outcomes.

Figure 3.1: Senior Sociology Majors' Agreement with Achieving Learning Outcomes

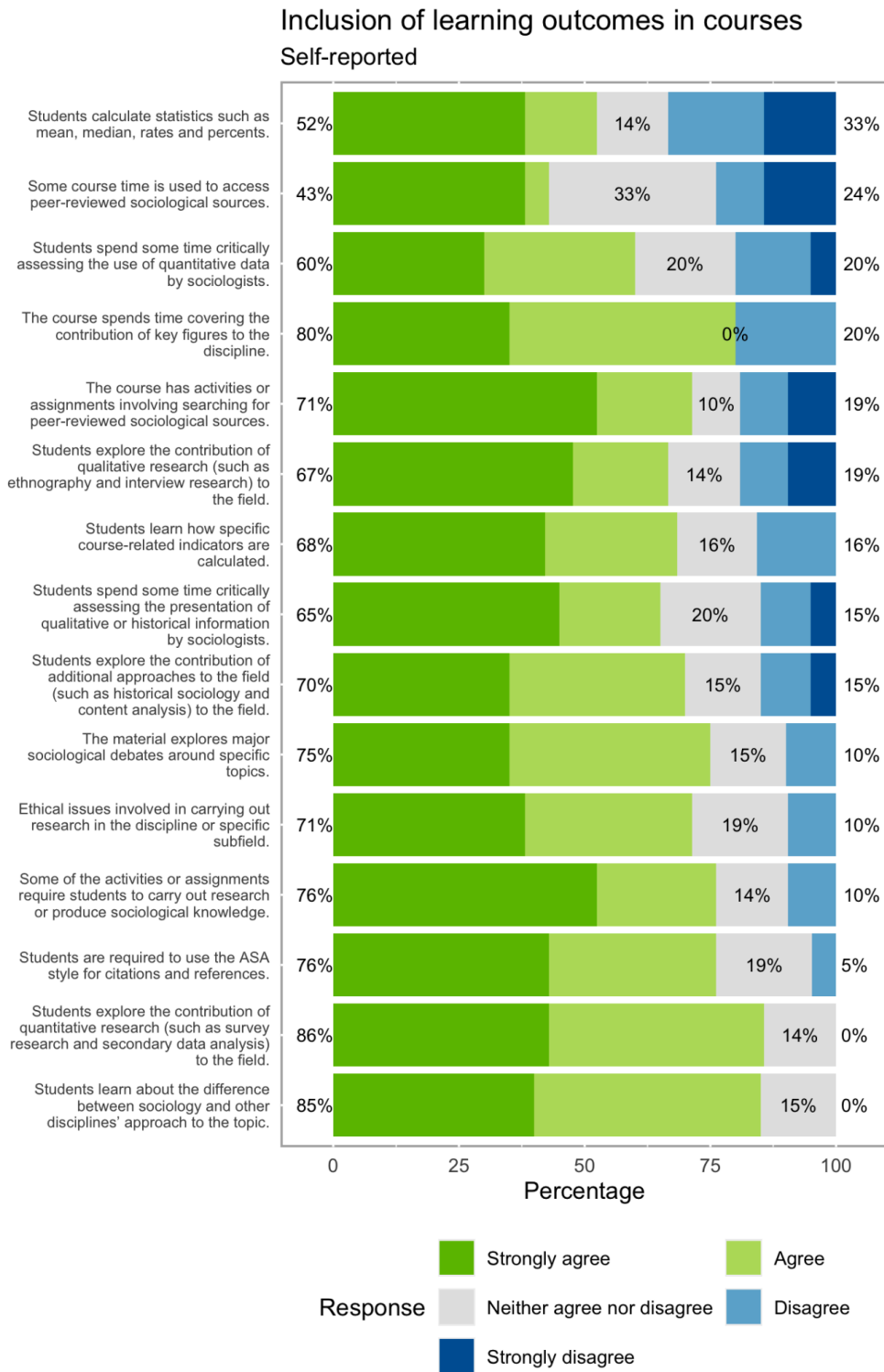


As part of the same assessment, the department surveyed faculty to gain an understanding of the extent to which our goals and outcomes are incorporated into all courses. In addition, the survey sought to determine the main obstacles for the inclusion of various goals. The responses indicate that the majority of instructors have incorporated goals linked to the knowledge of the discipline and its research methods.

Twenty-seven faculty (both full-time and part-time) responded to a survey about learning outcomes and related issues; see Appendix F for the survey data. The responses are summarized

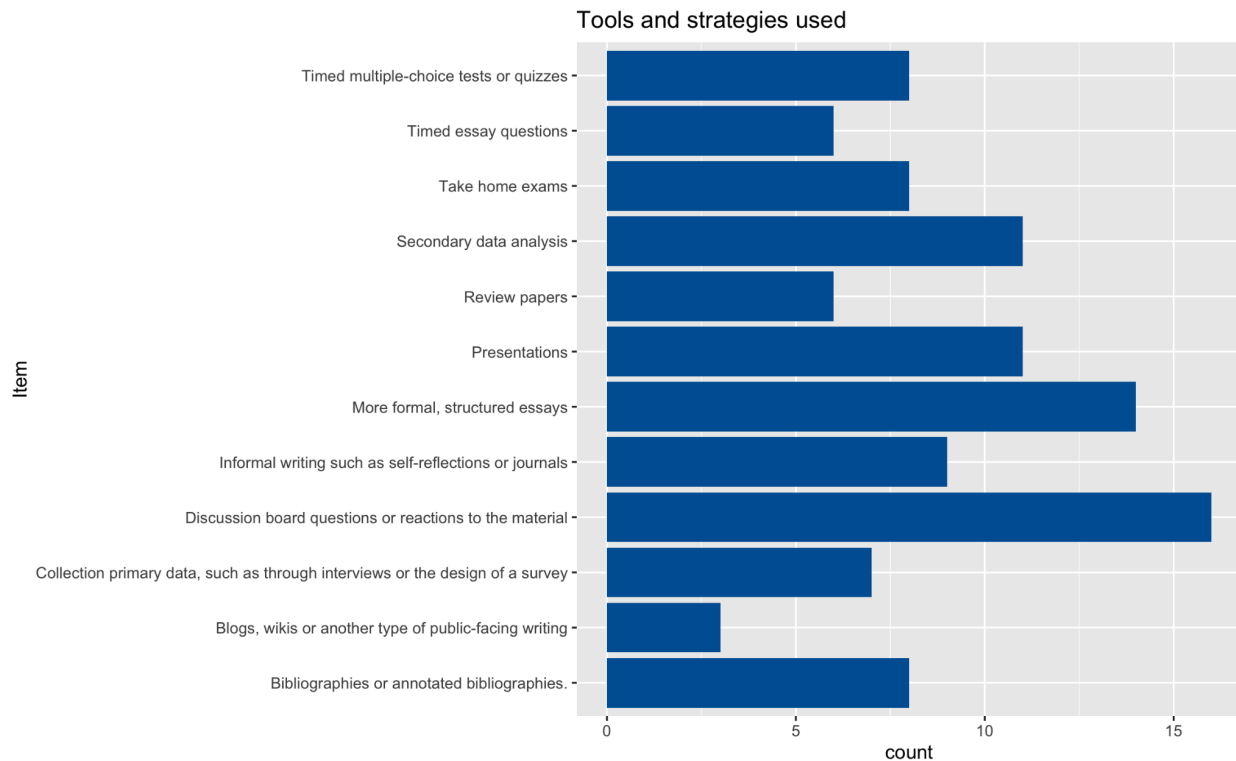
in Figures 3.2 to 3.4. Overall, most faculty report addressing learning outcomes in their courses. Statistical computations were the least frequently reported.

Figure 3.2: Instructors' Inclusion of Learning Outcomes in Courses



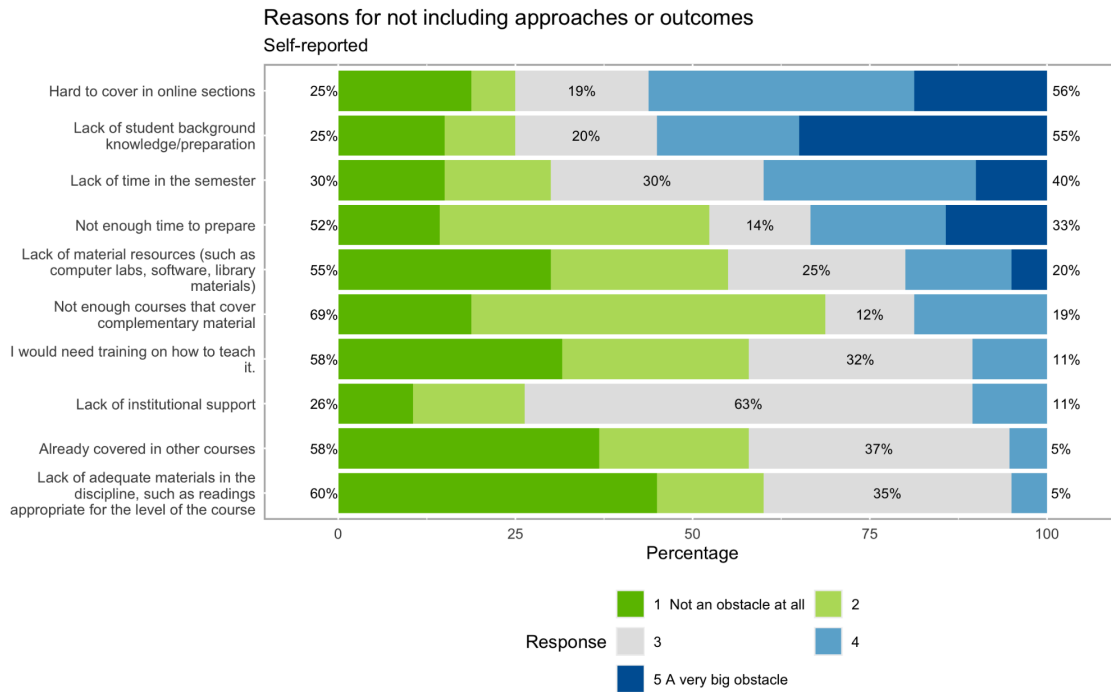
The majority of instructors deploy a variety of assignments that mesh well with the communication and research skills the Sociology program seeks to instill. These have included written reactions to the material, formal essays, and data analysis. It was noted that activities that touched on information literacy were not touched on as often as others.

Figure 3.3: Assignments Used by Instructors to Incorporate Learning Outcomes



The main obstacles to incorporating learning outcomes or teaching approaches into individual courses are student preparedness and challenges related to teaching online. Student preparedness challenges may be exacerbated by the limited amount of course sequencing in the curriculum.

Figure 3.4: Instructors' Obstacles to Including Learning Outcomes in Classes



Assessment Personnel

The Department's Assessment Coordinator (currently Devrim Yavuz, formerly Kofi Benefo) officially receives 3-hours of reassigned time per year from Lehman College. The Coordinator is responsible for drafting the yearly academic assessment plan, coordinating the assessment activity, collecting the data or artifact, analyzing the results and for drafting the yearly assessment report.

Additionally, the Department has an Assessment Committee, typically chaired by the Assessment Coordinator, that provides input on assessment activities. All full- and part-time faculty can be called on to participate by either deploying the instrument in their sections or by providing student artifacts. However, we recognize that extensive engagement in assessment activities is an uncompensated burden for part-time faculty. The work of the coordinator is facilitated by the existence of the [Office of Assessment and Institutional Effectiveness](#), staffed with the Academic Assessment Manager to provide technical support.

Informally, however, faculty discussions about the Sociology curriculum and about approaches to teaching and learning are often guided by thoughtful, evidence-based observation. For example, in spring 2021 the department held a semester-long, recorded series of discussions about the curriculum that focused on the five required courses. As mentioned in other sections of the report, research on teaching and learning guides the approach of many Sociology faculty. Thanks to the desire to put the discipline and students first, our faculty members have always

welcomed the opportunity to aid in assessment activities and to participate in discussions on how their results can inform program and course level improvement.

It should be noted that a culture of assessment, embedded in the discipline, had been fostered thanks to a special grant through the School of Education that provided funding to run workshops in 2015. These had the benefit of making us brainstorm as a Department about the strategies we can use to incorporate learning goals across the curriculum and, as importantly, to also compel adjunct faculty to gain an appreciation of assessment thanks to their participation (they had been provided a stipend to make time in their busy schedules). These types of resources will be paramount moving forward.

Reporting Tools

Since our last self-study, Lehman College has been making the transition from the previous assessment management system, Taskstream, to a new platform, Watermark. However, the acquisition of the new system has been slow and reports have been submitted as documents on Dropbox for the last three years. Given that this is the first semester that we are using Watermark, it is hard to gauge the extent to which our assessment results will be made visible and will engender not only program-level but also college-level discussions. With features like the ability to map program-level goals to both course-level objectives and campus-wide institutional learning goals, Watermark has the potential to allow various programs to document how they are contributing to the student experience at Lehman College. We therefore hope that the administration will provide frequent workshops and help us use the tool effectively. Additionally, we feel that the College should leverage its position as an important client in order to relay our feedback to Watermark.

The syllabi collected through Blackboard further help document how the Sociology instructors contribute to the college's institutional learning outcomes through their teaching and learning practices. See Appendix B for a collection of syllabi from fall 2023 representing lower-level/introductory classes, core classes, and upper-level classes.

Future Directions and Challenges for Assessment

The Sociology department has always valued assessment as a way to enrich teaching and learning. We are therefore ready to embrace next steps in our efforts to enhance the student experience.

The increased reliance on online learning and technological change in the form of generative AI has created clear challenges for our department and for assessment. On the one hand, they offer great opportunities for growth, but they also raise questions about differences in college-preparedness and in our ability to gauge how well teaching and learning strategies work. Within this context, assessment is going to become more vital than ever.

As mentioned at the beginning of this chapter, the Department has changed its learning goals to make them more current and streamlined. There are now four goals that mesh better with Lehman College's mission and with changes to the discipline and broader environment:

- GOAL I Knowledge of core sociological concepts
- GOAL II Understand the role of theory in sociology
- GOAL III Understand the use of empirical evidence in sociology
- GOAL IV Use multiple strategies for communicating sociological research and arguments

Given these new goals, more work should be assessed with these broader and department-level changes in mind. Specifically, electives have been much less likely to be assessed than the required core classes. There also is a need to assess mastery of these goals at the end of students' academic careers. Ideas such as the collection of artifacts in e-portfolios, a common final semester assignment, use of nationally normed assessments, and exit surveys and interviews have all been discussed. However, institutionalized use of any of these will require support from the College. Such support in the past has fostered the culture of assessment and has led even part-time faculty to embrace our assessment activities, but it has been inconsistent. We will seek similar resources in order to expand on the potential of assessment to tackle some of the challenges higher education faces. We will also work with the college to use Watermark to its full potential in helping us showcase our assessment results.

Chapter 4: Faculty

The faculty of the Lehman Sociology includes 16 full-time faculty. In fall 2023, the department also had 14 part-time faculty and one Graduate Teaching Fellow (GTF), while in spring 2024 the department will have 13 part-time faculty and two GTFs. Although the roles and responsibilities are distinct, all instructors are committed to the sociological education of Lehman undergraduates. In this chapter, we first focus on the full-time faculty and then discuss the part-time faculty.

Full-time Faculty Scholarship, Teaching, and Service

Since the last self-study, the number of full-time faculty members in the Sociology Department has grown from 13 in 2016 to 16 members in the 2023-4 academic year. Here, we summarize some of the important achievements of our faculty as a whole in the areas of scholarship, teaching, and service (see Table 4.1 for an overview; see Appendix C for detailed CVs of each of our faculty members and Appendix D for faculty profiles.).

Faculty Scholarship

Sociology faculty members are very active and engaged in scholarship; they demonstrate high levels of productivity in publishing refereed articles and books, winning grants, and presenting work at professional conferences. They have national and international reputations as experts in their areas, having published multiple, award-nominated books with prestigious presses (such as Princeton U.P., Chicago U.P., Stanford U.P., and University of California Press, among others) and highly-cited articles in top refereed journals (including *American Behavioral Scientist*, *Demography*, *Ethnic & Racial Studies*, *Criminology*, *Journal of Health and Social Behavior*, *Poetics*, *Social Forces*, *Sociology of Education*, and *Sociology of Race & Ethnicity*). They have also received grants from top agencies, including the National Science Foundation and the National Institutes of Health and others. Our faculty are known for their interdisciplinary scholarship on education, gender, disability, crime, health, demography, development, inequality, migration, politics and culture, and race and ethnicity, among other areas.

Table 4.1: Examples of Faculty Members' Book Publishers and Journal Outlets, Awards, and Grant Funding Agencies	
Category	Examples
Presses where faculty have published books	Cambridge; I.B.Tauris/Bloomsbury; Princeton; Routledge; Stanford; University of Chicago; University of California; Vanderbilt; Yale
Awards, nominations, and fellowships received by faculty	C. Wright Mills Award, Society for the Study of Social Problems (finalist); CUNY Advanced Research Collaborative Fellowship; CUNY Committee for the Study of Religion Faculty Fellow; CUNY Faculty Publication Program Fellow; Faculty Development Seminar in Senegal; MAAH Stone Book Award, Museum of African American History (nominee); Norman L. and Roselea J. Goldberg Prize; OREPS Foster Youth Initiative, Lehman College; Summer Institute on Tenure and Professional Advancement (SITPA) Scholar, Duke University; Visiting Fellow, NEH Summer Institute for College and University Teachers; Faculty Development Seminar in Senegal
Funding agencies for faculty grants	American Education Research Association; Carla B. Howery Teaching Enhancement Grants Program (American Sociological Association); National Endowment for the Humanities; National Institute of Health; National Science Foundation; New America Foundation; Russell Sage Foundation; Petrie Foundation; Robin Hood Foundation; various internal CUNY grants
Journals in which faculty have published	<i>American Behavioral Scientist; American Journal of Sociology; Annual Review of Sociology; Child Welfare; Contemporary Drug Problems; Contemporary Sociology; Contexts; Cultural Sociology; Criminology; Critical Public Health; Demography; Ethnic & Racial Studies; Gender & Society; Global Networks; Journal of Health and Social Behavior; Journal of Ethnic and Migration Studies; Poetics; Qualitative Research in Health; Research in the Sociology of Education; Scientific Reports; Social Forces; Social Science and Medicine; Sociological Forum; Sociological Inquiry; Sociological Quarterly; Sociological Perspectives; Sociological Science; Sociology of Education; Sociology of Health & Illness; Sociology of Race & Ethnicity; Socius; Teaching Sociology; The American Sociologist</i>

Sociology faculty are actively engaged in applying for research funding from a variety of sources including federal agencies, foundations, and prestigious non-profit institutions (e.g. Russell Sage Foundation, American Council of Learned Societies). For example, two faculty members collaborated on an NSF Engineering Research Center grant that is expected to bring approximately \$1M to Lehman over five years. Another faculty member is currently the PI on a \$1.8 million grant funded by the NSF to improve students' quantitative literacy. The Learning Recovery Program at Lehman, which has received almost \$2 million over three years in support from the Robin Hood and Petrie Foundations, is co-directed by a Sociology faculty member. Another received an award from the National Institutes of Health for her research on genetic counselors and genomic medicine. Faculty members have received support from the Russell Sage Foundation and one will be a Visiting Scholar in 2024-2025. With greater institutional support – ranging from assistance with the grant-writing process to adequate research space – there would be even more such activity, with a much broader range of proposals.

Between July 2016 and June 2023 the department has brought in over \$2.8 million to the college (see Table 4.2).¹¹ This makes us the 7th strongest department in grant awards behind only professional departments that often receive support for non-research activities (Social Work, Middle/High School Education, Early Childhood Education) and hard science/lab-based departments (Chemistry, Biology, Physics & Astronomy). Sociology is far ahead of other NSS departments (Psychology, Anthropology, Political Science, Earth, Environmental and Geographic Sciences). This funding has supported the productivity of our faculty by providing resources for research, and course release from our very high teaching load. It has also allowed us to support and mentor undergraduate and graduate student research, in addition to overhead funds contributed to the college budget.

¹¹ This does not include funding attributed to other programs, such as the \$1.8 million for the Learning Recovery Program from the Robin Hood Foundation or \$250,000 for the Return to Learning program from the Petrie and Isigho Foundations, which are attributed to the Division of Enrollment Management

Table 4.2: Yearly Grants Awarded to Sociology Faculty (7/16-6/23)

Funding year	Total amount awarded to department faculty
July 1, 2016 - June 30, 2017	\$548,746
July 1, 2017 - June 30, 2018	\$84,812
July 1, 2018 - June 30, 2019	\$1,509,060
July 1, 2018 - June 30, 2020	\$52,000
July 1, 2020 - June 30, 2021	\$254,281
July 1, 2021 - June 30, 2022	\$148,181
July 1, 2022 - June 30, 2023	\$252,173
Total	\$2,848,983

Faculty Teaching

Our sixteen full-time faculty members are well experienced and effective teachers and offer a variety of courses in Sociology. This includes the required core courses (SOC 300 - The Sociological Imagination, SOC 301 - Methods of Social Research, SOC 302 - Sociological Theory, SOC 303 - Advanced Methods of Social Research, and SOC 345 - Quantitative Analysis of Sociological Data), more specialized electives, special topics courses, and directed study courses with individual students. Our full-time faculty continue to teach the entry level and college Pathways courses in our major, as well as to teach the required 300-level courses. In addition to teaching in the Lehman Sociology program, our faculty have taught in or through the Macaulay Honors College, the Lehman Scholars Program, the LEH program, graduate programs at Lehman such as the Ed.D.OL and MALS programs, and the CUNY Graduate Center. The faculty have also shown flexibility by willingly teaching in a variety of modalities, including in-person, hybrid, online synchronous, online asynchronous, and Hyflex modes.

Faculty members also have participated in workshops and programs such as Lehman’s Writing Across the Curriculum (WAC) Faculty Foundations Seminar, the WAC Workshop on Anti-Racism and Radical Care, the Quantitative Reasoning Workshop, the Anchored in the Liberal Arts (ATLAS) program, the Preparation for Teaching Online Workshop, and the Course Design Institute. Our faculty have been recognized for their teaching excellence through awards and grants, such as the ASA’s Carla B. Howery Teaching Enhancement Fund grant.

Faculty members have engaged in innovative activities that connect with their teaching. Some examples include using a Writing Across the Curriculum approach to scaffold assignments and to teach anti-racism in an advanced research methods course, developing an Introduction to Queer Studies course for the Lehman Scholars program, piloting a section of Fundamentals of Sociology that teaches the basics of Sociology through digital Sociology and research methods,

engaging students in Data Analysis Research Experiences (DARE), teaching transformative texts and fostering student engagement, and teaching and promoting the ideas of public Sociology. Faculty are actively engaged in the Scholarship of Teaching and Learning (SoTL), with one example being the collaboration of theory instructors, who worked to revamp the existing theory course and to publish an article on this in *Teaching Sociology*.

Our faculty are also leaders, mentors, and collaborators across the Lehman campus and/or wider networks when it comes to promoting effective teaching, including with part-time faculty. This includes such examples as: redesigning the Freshman Seminar; mentoring faculty teaching in the First Year program; developing a summer bridge course through which incoming first year students can earn credit for a math course; redesigning SOC 348 (Reasoning with Data) to meet needs of the Data Science minors as well as Sociology majors; redesigning and implementing SOC 223 so that it was accepted as part of the Scientific World General Education (Pathways) category; promoting best practices for student mentorship and engaged research; and infusing data analysis and writing across the curriculum.

Faculty Service

Faculty in the Sociology department are active in service at all levels: department, college, university, discipline, and the public at large. Many faculty members serve on the Faculty Senate at Lehman – including chairing its newly created Committee on Assessment – and several faculty members serve on the Graduate Faculty and committees at the CUNY Graduate Center. Faculty members coordinate and serve on the steering committees of Lehman’s Data Science, Disability Studies, Interdisciplinary Minor in Aging, and Women and Gender Studies Minors as well as co-direct Lehman’s Learning Recovery Program. Additionally, our faculty members serve and have served on editorial boards of many top journals, have held offices in regional and national organizations, and have contributed to the public’s knowledge about Sociology. For example, faculty members are actively involved in the American Sociological Association, from organizing special panels at annual meetings to serving on committees and councils. Our faculty members have also served as grant reviewers for the PSC-CUNY grants program and other internal and external competitions like the NSF and SSRC. A summary of the faculty members’ service activities is described in Table 4.3 below:

Table 4.3: Examples of Service and Public Sociology

Service to the Sociology Department	Alpha Kappa Delta Advisor; Assessment Committee; Awards and Honors Committee; Colloquium and Brown Bag Events Committee; Educational Policy Committee; Graduation Committee; Honors Guidelines Review Committee; Personnel and Budget Committee; Space Committee; Teaching-Learning Committee; Technology Committee; Theory Committee
Service to Lehman College	Academic Assessment Liaison and Council; Anchor Institution Strategic Taskforce; ATLAS Program; Alpha Kappa Delta; Data Science Minor; Data Analysis Research Experience; Educators Preparatory Council; Faculty Senate; Faculty Personnel and Budget Committee; First Year Working Group; Herbert Lehman College Association for Campus Activities; Information Literacy Focus Group (Library); Interim Dean, School of Health Sciences, Human Services and Nursing; Learning Recovery Program; Lehman College Professors Of Excellence Committee; Lehman Scholars Program and Macaulay Honors College; Multi-Lingual Lehman Task Force; National Center for Faculty Development and Diversity; Phi Beta Kappa; Preparation for Teaching Online Workshop and the Course Design Institute; Quantitative Reasoning Workshop; STEM Education Committee; Strategic Planning Task Forces and Steering Committee; Student Complaints About Faculty Conduct in Academic Settings Appeals Committee; Tenure, Promotion, and Certificate of Continuous Employment (TPCCE) Committee; Urban Studies Minor; Women’s and Gender Studies Program Committee; Writing Across the Curriculum; in addition to numerous search committees and task forces.
Service to CUNY	Admissions Committee (Graduate Center); Collaborative Incentive Research Grant Reviewer; Consortial Concerns Committee (Graduate Center); Dissertation Committee members (Graduate Center); Dr. Devon T. Wade Scholarship Award Planning Committee (CCNY); Faculty Membership Committee (Graduate Center); Graduate Council; PSC-CUNY grant reviewer; Sociology Executive Committee (Graduate Center); University Committee on Research Awards
Service to the Discipline	<p>Reviewers and/or editorial service for <i>American Journal of Public Health</i>; <i>American Journal of Sociology</i>; <i>American Sociological Review</i>; <i>British Journal of Sociology</i>; <i>Contexts</i>; <i>Demography</i>; <i>Gender & Society</i>; <i>Poetics</i>; <i>Signs</i>; <i>Social Forces</i>; <i>Social Problems</i>; <i>Sociology of Education</i>; <i>Socius</i>; etc.</p> <p>Council member for various American Sociological Association sections and committees (Body & Embodiment; Gender & Sexuality; Global and Transnational Sociology; Racial and Ethnic Minorities; Sociology of Education; Teaching Awards Committee, etc.)</p> <p>Officers of other professional associations (e.g., Chair, Sociology of Education Special Interest Group, American Educational Research Association)</p>

	<p>Grant reviewers for a variety of funders such as the National Science Foundation</p> <p>Mentoring (Association of Black Sociologists, American Sociological Association, Eastern Sociological Society, Society for the Study of Social Problems)</p>
Public Sociology	<p>Faculty interviews with or coverage by: Associated Press; BBC World Service; Complete College America on Air; <i>Fast Company</i>; <i>Gotham Gazette</i>; <i>Guardian</i>; <i>Nature</i>; <i>New York Times</i>; PBS/Thirteen; Public Radio International; Radio Canada; <i>Time</i>; WBAI Radio.</p> <p>Numerous invited lectures and addresses: Amherst College; Brooklyn College; Columbia University; Cornell Center for Health Equity; College of Staten Island; Hunter College; Indiana University; London School of Economics; New York University; Notre Dame; Princeton; Queens College; Reforma (National Association to Promote Library and Information Services to Latinos); Rutgers University; Schomburg Center for Research in Black Culture; Teachers College; Tufts University; UC Berkeley; UC San Diego.</p>

Needs and Priorities of the Full-time Faculty

Survey Data

In a fall 2023 survey administered to the full-time Sociology faculty via Google Forms, all full-time faculty were asked to rate a variety of items in terms of their priority and to reflect on several different issues¹². Reminders were sent and 94% (15/16) of faculty responded to the survey. Obvious typos, grammatical errors, and misspellings in the comments have been corrected. Figure 4.1 shows the distribution of responses where faculty were asked to indicate the extent to which they prioritized each of 13 different items. Table 4.4 reveals the mean scores for each of the items on a 5-point scale (1=very low priority, 2=low priority, 3=neither high nor low priority, 4=high priority, and 5=very high priority), along with the percent of faculty who rated each item as “very high” or “high priority.”

As shown in Figure 4.1 (and Table 4.4), the majority of faculty rated most items as “very high priority” or “high priority.” There were four items where 80% or more of faculty indicated the items were “very high” or “high” priority. The items were: (1) more administrative support [93% prioritized, mean=4.5], (2) more departmental space [80% prioritized, mean=4.4], (3) more support for research [80% prioritized, mean=4.3], and (4) greater equity and transparency in college decisions making [80% prioritized, mean=4.1]. Nearly two thirds of faculty also prioritized several additional items including: (1) more support for travel [67% prioritized; mean=4.1], (2) financial support for department events [67% prioritized; mean 3.7], and more faculty lines [67% prioritized, mean=3.6]. Overall, the faculty clearly have prioritized the need for greater administrative support, college-wide transparency and equity in decision-making, and more resources to support both research and teaching. The specific areas where faculty voiced

¹² Note that this is a different faculty survey than the survey described in Chapter 3.

particular resource needs included additional office space as well as funding for travel and departmental events.

Overall, nearly 50% of faculty (47%) also assigned high priority ratings to 3 additional items including: (1) better classroom infrastructure [47% prioritized; mean=3.6], (2) lower teaching load [47% prioritized, mean=3.5], and (3) greater equity and transparency in department decision-making [47% prioritized, mean=3.2]. The items that generated the lowest rates of prioritization by the faculty included: (1) smaller class size [33% prioritized, mean=3.3], (2) flexibility in teaching modality [33% prioritized, mean=3.2], and technology resources [33% prioritized, mean=3.1]. It is noteworthy that the question regarding “greater transparency in departmental decision-making” was the only one that showed strong evidence of a bimodal distribution, with nearly half of faculty rating it as a high priority item (47%), and one third of faculty (33%) rating it as a low priority item. This may be a reflection of different experiences among the faculty in the department.

Figure 4.1: Sociology Faculty Priority Ratings of Issues

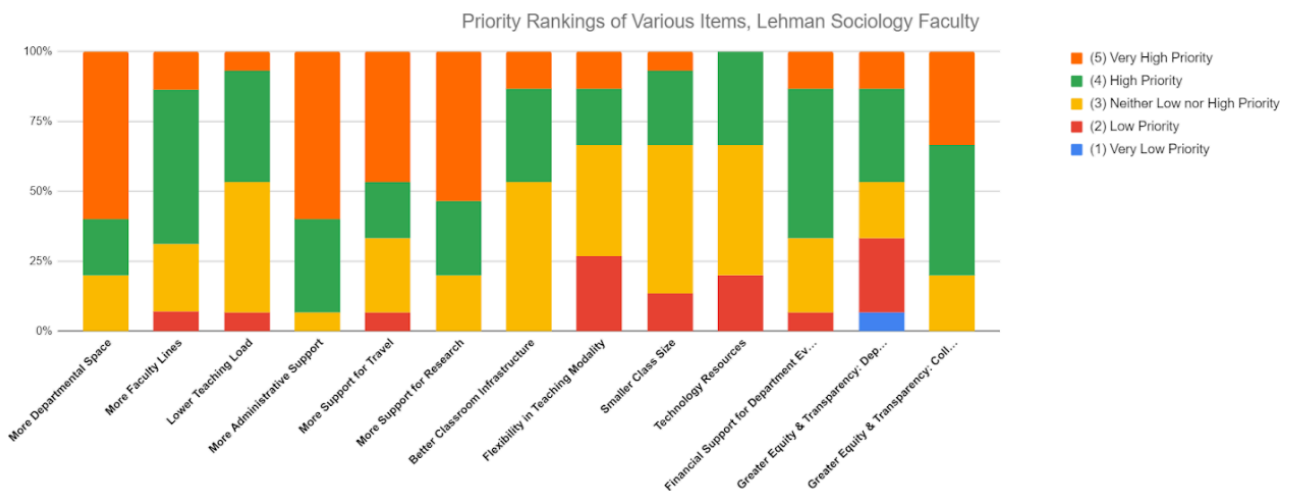


Table 4.4: Mean Faculty Rating of Various Items and Percent of Faculty Rating Items as as "High" or "Very High" Priority

Items	Mean	Percent rating Item as "Very High Priority" or "High Priority"
More Administrative Support	4.5	93%
More Departmental Space	4.4	80%
More Support for Research	4.3	80%
Greater Equity & Transparency: College	4.1	80%
More Support for Travel	4.2	67%
Financial Support for Department Events	3.7	67%
More Faculty Lines	3.6	67%
Better Classroom Infrastructure	3.6	47%
Lower Teaching Load	3.5	47%
Smaller Class Size	3.3	33%
Greater Equity & Transparency: Department	3.2	47%
Flexibility in Teaching Modality	3.2	33%
Technology Resources	3.1	33%

*Scale ranged from 1 (very low priority) to 5 (very high priority)

Faculty Voices: Priorities

When asked to reflect on the items that were high priority, approximately half a dozen faculty pointed to the need for more space. One faculty member distilled the comments of several when they wrote:

Space is key. We need to be able to have individual, face-to-face discussions with students. It's pretty embarrassing that we can't (other than through Zoom). It would also help foster a stronger department culture since folks could actually use their offices for scholarship. Most of us have to work at home since the shared space is not conducive to writing.

Another faculty member reiterated these sentiments when they wrote:

Office space is my number one priority. Adjunct faculty need their own space (not in our offices), and all our department should be in the same building/floor. No more than two full time faculty in Carman offices (although individual offices preferable). We need temporary space for spring 2024 to prevent tripling up of full-timers.

An additional faculty member pointed to the challenges of inadequate space noting:

The lack of space in our department and the physical split of space makes it really difficult for faculty to do either research work or advise students. Doing research with students or meeting with small groups is almost impossible.

In reflecting on their priorities, another faculty member noted, “Space (so that faculty can work in their offices, meet with students, etc.) and support for research (both within the department and at the College level) are high priority items for me.” Another faculty member echoed these sentiments stating, “Having adequate (preferably private) office space to work and meet with students is a high priority issue for me.”

Adequate travel support was another high priority item among the faculty. As one faculty member noted:

Regarding departmental travel, there should be more funding such that any faculty member participating in a major conference, such as ASA would have more of the conference expenses covered - e.g., help with hotel stays and not just paying for tolls and fuel. Likewise, paying honoraria for speakers would help foster more student engagement with departmental events.

Another faculty member pointed out:

It's not just the amount of travel support. The college/NSS timeline does not line up with when we travel. We have to commit funds well before we are guaranteed any money. It would be preferable if we knew we were guaranteed a minimum amount each year.

Similarly, an additional faculty member reflected, “The process for obtaining very reasonable travel and research support is infuriatingly cumbersome.”

Concerns relating to administrative decision-making at the College-level were also noted by a few faculty. For example, one faculty member stated:

I'm also concerned about the lack of transparency around how upper-level administrators make decisions on how college funds can be used for research purposes. These types of decisions seem counter to the research mission of Lehman and out of touch with the work of faculty.

Another faculty member voiced additional concerns about the need for administrative transparency:

I would value more transparency in decision-making, both at the departmental and college level. It seems that many decisions (about reassigned time, research support, tenure, promotion, etc.) are quite variable across departments as well as among faculty within departments. I believe this creates a sense of uncertainty and lack of control (and a sense of unfairness in some cases).

A faculty member also voiced concerns about faculty on non-tenure track lines:

As a lecturer, I am especially sensitive to the needs of non-tenure track faculty, including lecturers and part-time/adjunct faculty and would advocate for whatever enables and supports this segment of the Lehman community. In the past, I don't believe that there was much in the way of institutional clarity and transparency when it came to the matter of line conversions. That said, I would support the possibility of promotions within the lecturer position. This would, I believe, be a significant morale booster for those who hold this title. Regarding adjuncts, I would like to see them given the opportunity to participate in departmental activities and events, as much as that would be legally and logistically possible.

Another faculty member voiced a concern for “Integrating part time faculty.”

Several faculty also pointed to the bureaucracy involved in obtaining funding and/or reimbursement, and there were several concerns about inadequate funding. For example, one faculty member wrote, “For many things on campus we always have to learn how to navigate its intricacies (for instance reimbursement) with little admin support except in the rare occasions where there is a great employee.” In a similar vein, another faculty member stated, “I understand this may be more of a college-wide issue, but increased and streamlined funding for speakers would be great!”

A majority of faculty prioritized additional faculty lines. One faculty member’s explanation of their ranking reflects sentiment that has been expressed at department meetings: “I do think a hire in Hispanic/Latina/o/x/e studies would fill a hole in our department so that's why I ranked hire as important.”

Some faculty also pointed to the students when highlighting priorities. One faculty member stressed a need for “more support for student research and collaboration” and another emphasized the need for “support for work with students doing research” as well as “more support for faculty development about both teaching and research.” One additional faculty member wrote:

I think we need to figure out a way to uphold high standards for our students in a way that ensures their success, (and in a way that doesn't become overwhelming for individual faculty). Since the Covid epidemic began, there has been a lot of attrition and many students have entered college less prepared than they were in the past. I think we need to address this more effectively.

There were also assorted additional concerns expressed in the written comments. For example, one faculty member reflected, “I also feel that classroom infrastructure is important. Students notice the missing tiles and the like.” Another faculty member pointed to the need to work “on the relationship with the doctoral program [at the Graduate Center].”

Meanwhile, in reflecting on priorities and faculty's overall satisfaction with their colleagues and the department, a faculty member stated, "Sure there are things I would change, but overall we are probably the best functioning department in the college."

Challenges and Strengths of the Department: An Overview of Full-Time Faculty Perspectives

Challenges

In discussing the challenges that the Department faces, three key themes emerged among the full-time faculty: (1) inadequate resources, especially space, (2) problems with enrollment and student preparation, and (3) the need for strong administrative/office support. There were also many assorted additional concerns.

One faculty distilled the comments of many when describing the challenges the Department faces: "Lack of all kinds of resources, from space to research support to teaching support. We need to make sure to push for a new dean [the current dean, who has been very supportive of the Sociology department, has shared her intention to step down] who understands the crucial role of our department and supports us." One faculty member expressed concerns about "floundering college administration at University and College level." Another faculty member indicated their concerns were "space and administrative (and financial) support for research and travel."

In addition to concerns about space (voiced by 7 faculty), issues relating to higher education in general, including students and enrollments, were voiced by a number of faculty. In describing these challenges, one faculty member stated, "Course scheduling and the challenges of knowing what the future will bring. Public higher education, in general, faces many difficult challenges at the moment and that certainly also includes us." One faculty member also pointed to the difficulty of "serving students at all points on the academic spectrum." Another faculty member pointed out the specific and long-term impact of the Covid pandemic on students and enrollment:

I think one of the greatest challenges we face has been the issues brought on by Covid. We have not recovered to where we were in the pre-Covid era, and I have definitely seen a change in students' attendance, preparedness, and commitment (to submitting work on time and/or high quality work). It has become harder to get enrollments for in-person classes, and many students prefer online courses.

Concerns about student enrollments, particularly for in-person classes, were echoed by a number of faculty. One reflected, "Uncertainty with student enrollment and reluctance to get back to campus will erode the community feeling if it continues." One faculty voiced concerns about "lack of support from admin for in-person learning (the constant threat of canceling lower enrolled in-person classes)," and another stated that challenges included "enrollment and shifting students back to on campus classes."

Several faculty also voiced concerns about the retirement of the departmental administrator, who has indicated that she will be leaving Lehman within the next few years. One faculty member stated,

The biggest upcoming challenge is losing our administrative support, Miriam Medina, when she retires soon. Without her institutional memory and the wonderful relationships she has across campus, I worry that our department may not be able to get anything done, at least not as quickly or smoothly as with Miriam.

Echoing this sentiment, another faculty member stated, “Miriam retiring” and another stressed the “need for more office staff.”

Concerns about recruitment and retention of newer faculty were also raised by some. For instance, one faculty member stated they had concerns about “recruiting Hispanic/Latina/o/x/e faculty since we may not have many lines.” Another faculty member indicated they had “some concern that morale of younger faculty will decline if the bureaucratic obstacles to getting basic stuff done remain high.”

Strengths

When faculty were asked to highlight the strengths of the Department, three key themes emerged: (1) departmental collegiality (including support for junior faculty), (2) a strong commitment to teaching (and eager students), and (3) excellence in research. Numerous faculty mentioned all three areas, but it is clear that the Lehman Sociology Department is a very healthy one in terms of faculty morale. As one faculty member noted, “We are collegial. We are committed to our students but we also are active researchers.”

The reflections of the faculty repeatedly emphasized these positive sentiments. As one faculty member noted:

Our department takes student experience and development seriously. We try to be responsive to the needs of students, which is exemplified by Alyssa's [undergraduate advisor] position. Our faculty are engaged with the Sociology discipline and we have an active research program. Importantly, our department is collegial and supportive of junior faculty.

Indeed, the emphasis on these themes emerged repeatedly in the faculty comments. In describing the department's strengths, a faculty member stated, “Collegiality, support for junior faculty, student-centered decision-making.” Another noted, “There is a high level of collegiality and most faculty members are willing to help out when asked. We share a commitment to our students and do our best to work with them when they have difficult situations. This doesn't seem to be the case for some other departments.” Summarizing sentiments expressed by department members, one faculty member noted:

We have an excellent department in terms of scholarship and teaching, and overall a very collegial department. We have faculty publishing books in prestigious university presses, and in top journals (and getting prestigious grants, too). The

department is also composed of faculty who are well accomplished and knowledgeable about all areas of Sociology, including both quantitative and qualitative methodological approaches. And of course, we have wonderful students who are kind-hearted and caring (albeit academically disadvantaged because of their backgrounds, especially socioeconomic circumstances). For many of us, the students are what makes Lehman such a special place.

Indeed, in describing the strengths of the Department, a faculty member reflected on the “devoted and eager students.” Another faculty member reiterated the department’s dual teaching and research strengths: “For a teaching-oriented college, the research productivity and grant-getting is pretty amazing.”

In reflecting on departmental strengths, another faculty member commented: “Our faculty, our breadth of knowledge, our collegiality, and our deep and genuine commitment to our students. I also believe that the structure and organization of our curriculum is also a definite strength.”

Part-time Faculty

The part-time faculty play a vital role in the life of the Department, and at times part-time faculty have taught very large proportions of courses and students (see Table 4.5). Some have been part of the department for many years and bring a wealth of experience. A large proportion hold doctorates in Sociology, and these include retirees and full-time faculty members at other CUNY campuses. Others are newer, and they contribute to the dynamism of the curriculum. A number are Graduate Teaching Fellows (GTFs) who teach as part of their doctoral funding at the CUNY Graduate Center; others formerly have been in those roles and have continued to be part of the department. Several members of the full-time faculty started their Lehman careers as part-time faculty.

Table 4.5: Part-Time to Full-Time Faculty Numbers, Sections and Ratios

Semester	# part-timers	#PT sections	# full-timers	# FT sections	% PT sections
Fall 2016	33	57	13	31	65%
Spring 2017	37	64	13	21	75%
Fall 2017	37	75	13	27	74%
Spring 2018	39	78	13	27	74%
Fall 2018	36	72	13	31	70%
Spring 2019	31	61	13	26	70%
Fall 2019	30	59	13	28	68%
Spring 2020	29	56	13	21	73%
Fall 2020	30	55	14	22	71%
Spring 2021	30	51	14	26	66%
Fall 2021	23	42	15	29	59%
Spring 2022	24	46	15	34	58%
Fall 2022	23	39	16	35	53%
Spring 2023	18	28	16	31	47%
Fall 2023	15	30	16	27	53%

The Lehman General Faculty has adopted the “One Faculty” model which emphasizes the importance of recognition and respect for part-time faculty. The Sociology Department implements this, at the same time recognizing that part-time faculty are not paid for departmental or college service. Additionally, particularly among those who are doctoral students, many plan to leave Lehman to obtain full-time faculty jobs and are actively engaged in research. In trying to balance this, part-time faculty are invited to participate in any departmental committees in which they are interested, but not pressured to do so. The Department also regularly organizes practice job talks and other activities to support part-time faculty who are on the job market. Individual full-time faculty also mentor those on the job market and write letters of recommendation. We have been pleased to see that many former part-time faculty have obtained full-time faculty positions at other institutions including Montclair State University, Hood College, SUNY New

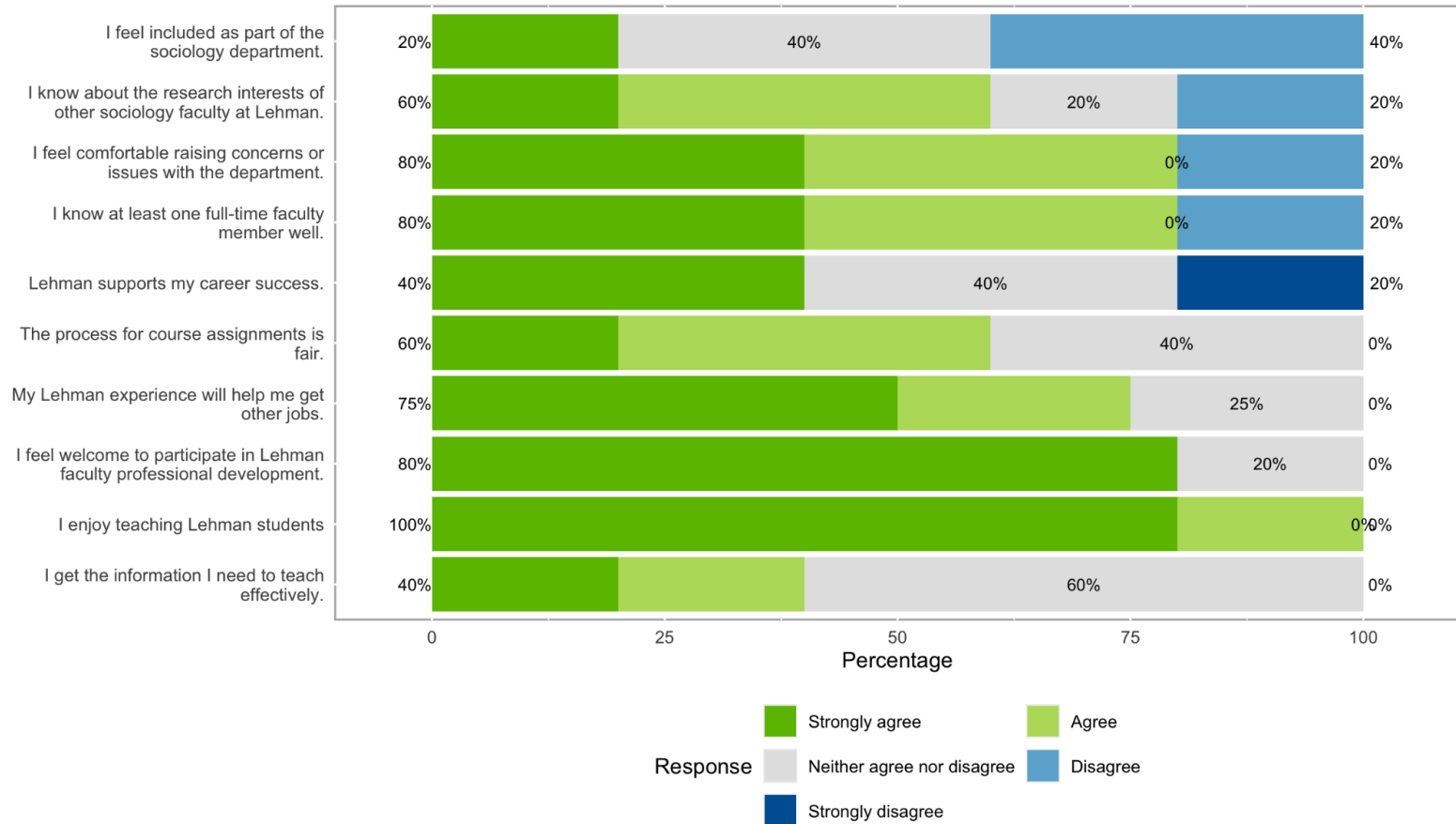
Paltz, and Buffalo State and, within CUNY, at Hunter College, Laguardia Community College, and Borough of Manhattan Community College.

There have also been, at the individual level, research and other collaborations of full-time and part-time faculty. Groups of full-time and part-time faculty also collaborate on designing and implementing shared courses. Lehman as an institution also welcomes part-time faculty to participate in faculty development activities, often with stipends.

As part of the self-study, a survey with items specifically for part-time faculty was delivered through an email link to the “part-time mailing list” which includes current and recent part-time faculty. The number of responses was small (8), and all had been at Lehman at least 8 semesters. Overall, the survey indicated that these faculty are positive, especially with their agreement with the statement “I enjoy teaching Lehman students.” But there also are areas with less satisfaction, including items related to feeling included in the department and support of careers. The availability of needed information is also weaker than other items.

Figure 4.2: Opinions of the Part-Time Faculty

Part-time faculty attitudes and experiences
Self-reported



Half of the respondents said that their number of courses was “Too little.”¹³ With the declining numbers of majors, there has been a decrease in the number of available courses for part-time faculty, so this is not surprising. Additionally, the pandemic placed strong pressure on departments across Lehman to reduce spending on adjunct faculty. Our Department specifically worked to preserve employment and access to benefits for part-time faculty. Asked how conditions for part-time faculty could be improved, one commented, “Various meetings throughout the semester that include us and help us get to know each other better,” and another suggested, “Regular communication about what is happening in the department.” Asked for strengths of the department for part-time faculty, one commented, “Responsive Chairs, although I don't know the current Chair,” while another mentioned a benefit given to long-term adjuncts teaching at least 6 credits, “Health insurance!”

An additional survey (fall 2023) administered to the Sociology Department’s long-term part-time faculty included 3 questions: (1) What are the best things about your experience as a part-time faculty member at Lehman, (2) What do you think could be improved regarding your experience as a part-time faculty member at Lehman?, and (3) Do you have any other thoughts or reflections you would like to share about your experience teaching at Lehman?

A total of four participants completed the survey. In terms of the “best things” about teaching at Lehman, several part-time faculty pointed to the students and faculty community. One respondent wrote, “The students and supportive faculty,” while another wrote, “working with students.” An additional faculty member mentioned, “The flexibility of the schedule. Also the professional development opportunities offered to PT faculty.” In their additional comments, the latter respondent wrote, “I love teaching at Lehman and really like everyone I have met in the department.”

In terms of areas for improvement, part-time faculty pointed to the need for more networking opportunities. One faculty member who had been teaching at Lehman for nearly 10 years requested “more opportunities to meet other faculty.” Another faculty member who had been teaching in the department for approximately 3 years suggested “more social gatherings with other faculty (Yankee games, softball games, etc.) Ways to connect.” Another faculty member who had been teaching with us for more than 15 years indicated a desire for “more certainty about scheduling” although they acknowledged “maybe that’s impossible.” That respondent also lamented, “We are paid as hourly wage earners but expected to act as salaried employees; in other colleges adjuncts are paid by credits.”

Although we had a small response rate, overall the findings indicated a high level of satisfaction among the part-time faculty, owing largely to a supportive community of faculty and students.

¹³ Under the union contract, generally adjunct faculty cannot work more than 9 hours a semester across all CUNY campuses. This comment could refer to not being able to be offered more than 3 classes (most of our non-core classes are 3 hours), and/or that due to declining enrollment post-Covid that we can often offer two classes to those who are contractually owed a minimum of 6 hours/semester, and/or offer only one course to those who would prefer two but aren’t on a contract that guarantees at least 6 hours.

Opinions of All Faculty

Overall, Lehman Sociology faculty are highly engaged in scholarship, teaching and service and are committed to the success of students. When asked some overall questions about teaching at Lehman both full-time and part-time faculty expressed satisfaction in terms of the experience of teaching at Lehman, even while having concerns about resources, support of scholarship and other issues.¹⁴

¹⁴ See Appendix F for more detailed results of Fall 2023 Faculty Survey.

Chapter 5: Students

Sociology students at Lehman share many of the broader characteristics of the College's population. Most are women, Hispanic or Black, and live in Bronx zip codes. Our fall 2023 survey of majors and minors found that 57% are working full-time and 21% working part-time. Close to six in ten speak a language other than English at home. Almost three-quarters report that neither parent graduated from college. About 70% began college at another institution.

Few students come to Lehman intending to be Sociology majors, but they often discover Sociology through enrollment in introductory general education courses. Other students – though fewer than in the past – come to Sociology as a result of not being admitted to a gated major or the realization that some majors are impractical because of field work or other requirements.

The number of sociology majors has declined since the pandemic. We are not sure whether this is a temporary drop or if it indicates a trend, but as a department we are concerned about the loss of majors and are in discussions about possible causes and solutions to this new pattern.

In this section we first discuss both non-major and major students' views about sociology courses to provide context to what motivates students to take our classes and/or major in sociology. Next we describe the trends in enrollments/majors, particularly since Covid-19. Finally we discuss outcomes of our graduates, and ways the Sociology department/major can help with student mobility.

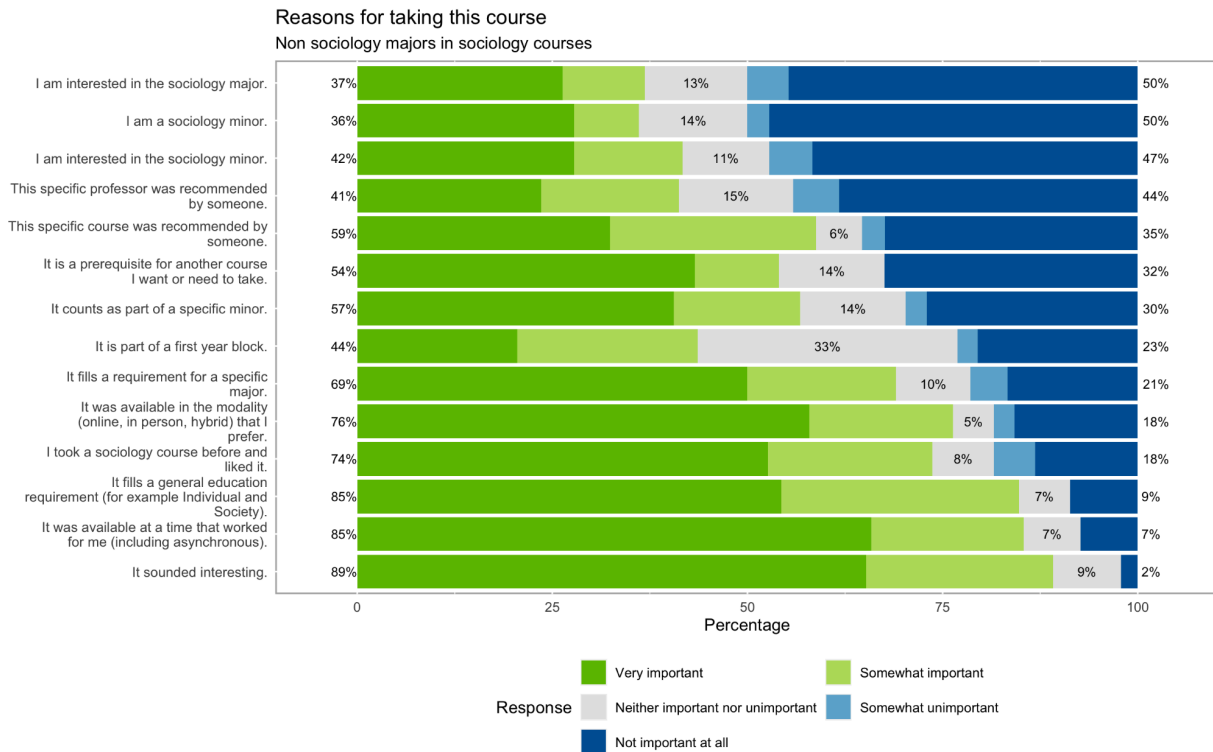
Student Perspectives

Student Survey Results: Non-Majors in Sociology Classes

In fall 2023 we sent a survey to non-majors enrolled in Sociology classes.¹⁵ Non majors (who may discover Sociology) take Sociology courses for a variety of reasons, but according to our survey results, most important is that they sound interesting (see Figure 5.1). Having a prior Sociology course and liking it also was rated as important, as was fulfilling general education requirements. This reflects the importance of encountering Sociology for the recruitment of majors, something that the ASA also has highlighted.

¹⁵We received 68 responses from 749 emails sent to non-majors enrolled in Sociology classes with an invitation to the survey. See Appendix E for more detailed results from this survey.

Figure 5.1: Non-Sociology Major Students' Reasons for Taking a Sociology Course

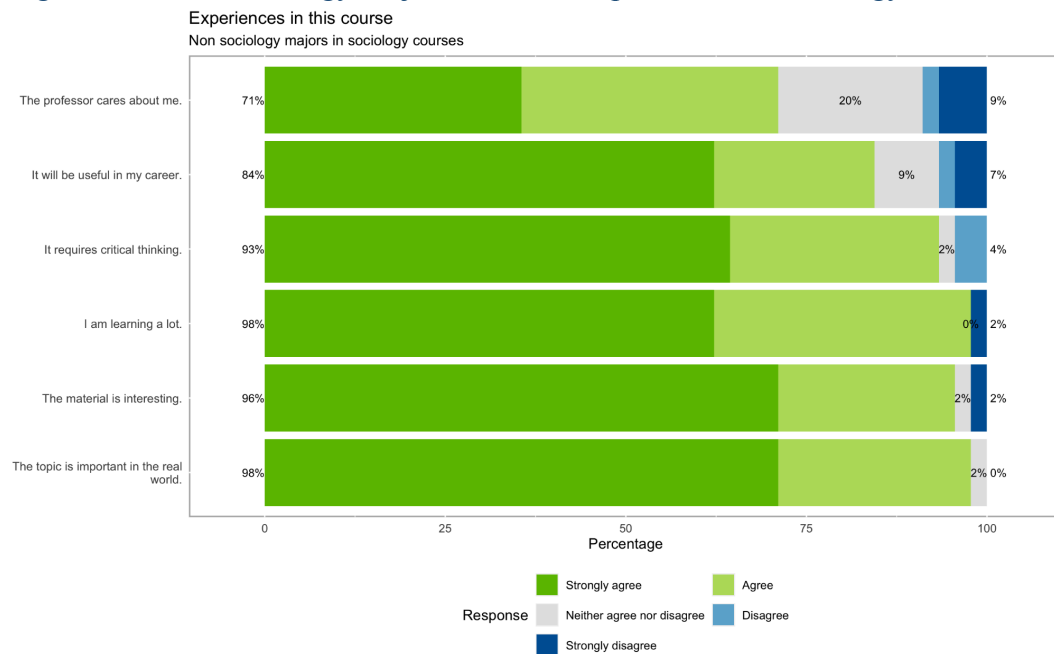


When non-Sociology majors enrolled in Sociology courses were asked why they enrolled, factors ranged from satisfying a general education requirement to curiosity about the specific topic and recommendations from others. One open-ended response said:

“I took a philosophy course the previous semester that focused on global Justice and we focused on Justice for gender and race which I found really interesting and chose that for my final topic. There [were] also many SOC majors taking that course so I figured I would enjoy SOC gender perspectives.”

Asked about their experiences in sociology courses, non majors strongly agreed that the course topic is important, that they are learning a lot, and that critical thinking is required (see Figure 5.2).

Figure 5.2: Non-Sociology Major Students' Experiences in Sociology Courses

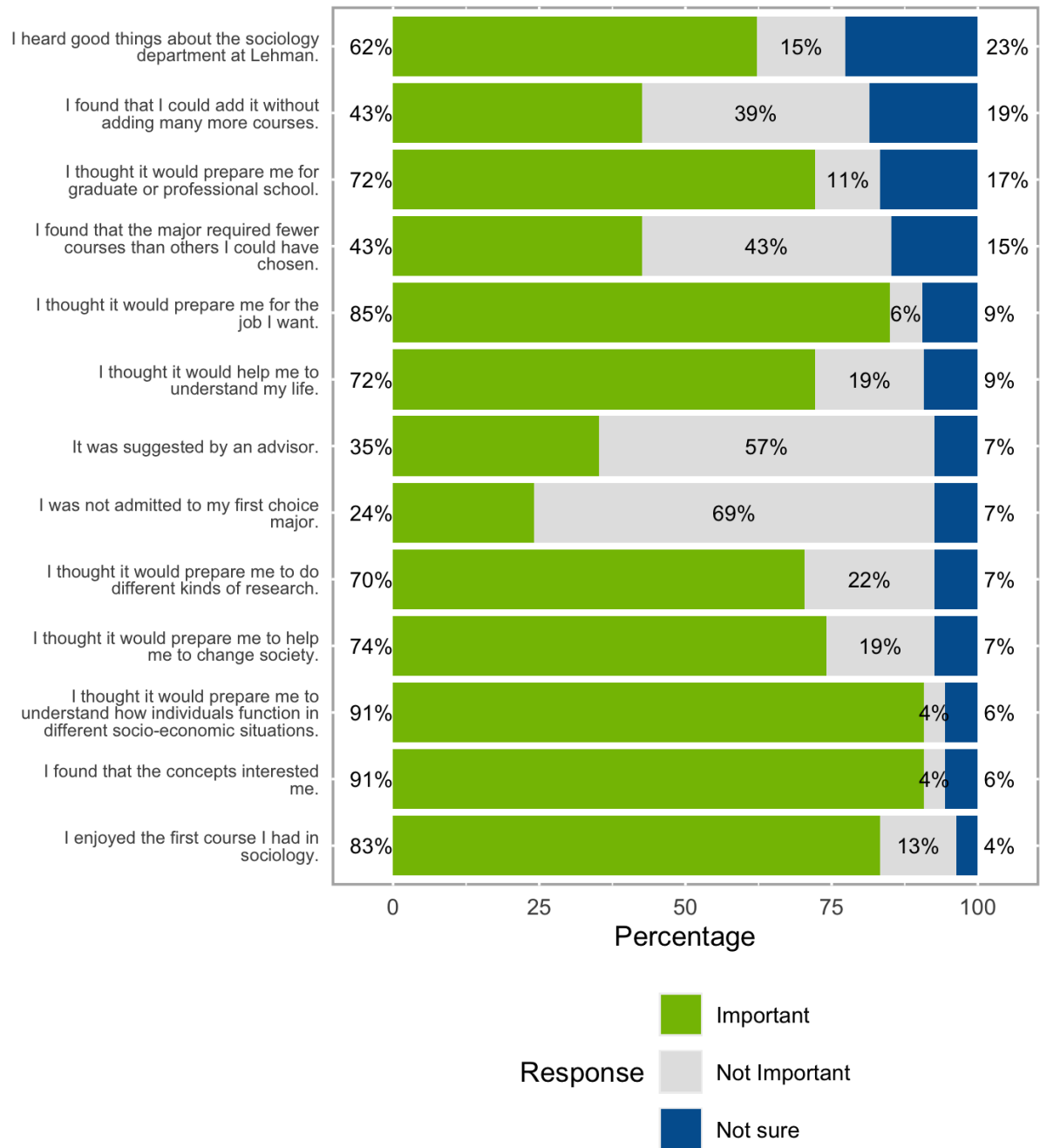


Student Survey Results: Sociology Majors

Our fall 2023 survey of majors was modeled on the *ASA Bachelor's and Beyond* study. When asked why they chose a Sociology major or minor 95% said “I found that the concepts interested me.” More than 90% said “I thought it would prepare me to understand how individuals function in different socio-economic situations.” About 83% said that “I enjoyed the first course I had in Sociology” was an important factor. Each of these indicates the importance of early exposure to sociological material in the process of recruitment to the major. Sociology majors are similar to those in the ASA study in that they self-describe as not motivated by it being an easy or short major. Also, although faculty often perceive that many of our majors see it as a second choice for students rejected by other programs, our students do not define themselves that way (see Figure 5.3).

Figure 5.3: Sociology Majors' Reasons for Choosing the Major

Factors in choosing sociology
Sociology majors and minors

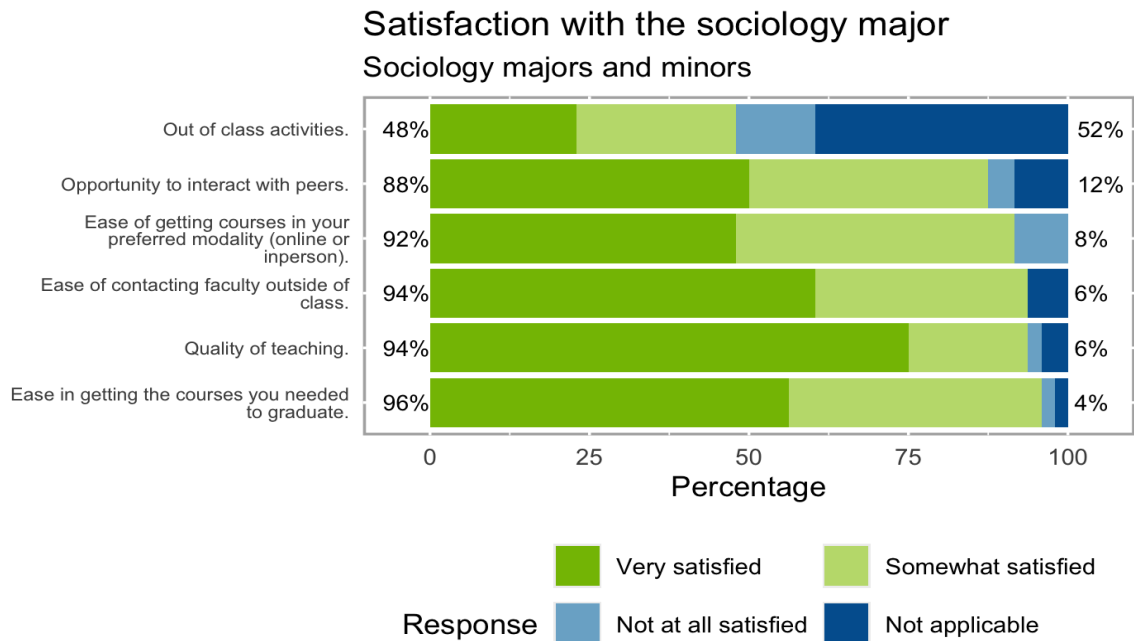


More than 75% said it would prepare them for the job they wanted and 88% said “I thought it would prepare me to do different kinds of research.” In contrast, the number of credits in the major, not being admitted to another major, recommendations from advisors, and wanting to understand their own lives were less important. Some representative comments were:

“I wanted to deep[ly] understand the way humans struggle in society.”
 “To become an urban planner and add more resources to the community”
 “Definitely, I’m always asking myself why society acts and looks the way it does and I want to understand more about it and how people view society differently as well.”
 “Because I was fascinated with it.”

Surveys and informal discussions with students have indicated that almost all students and recent graduates are satisfied with the major.¹⁶ In our most recent survey, less than 5% indicated any dissatisfaction with the Department overall. In a question about global satisfaction, none of the 47 students chose dissatisfied or very dissatisfied, while 60% said they were very satisfied, 25% satisfied, and 14% said they were neither satisfied nor dissatisfied. Of course this is a self-selected sample, but, overall, students in the department seem to be positive about their experiences (see Figure 5.4).

Figure 5.4: Satisfaction with the Sociology Major



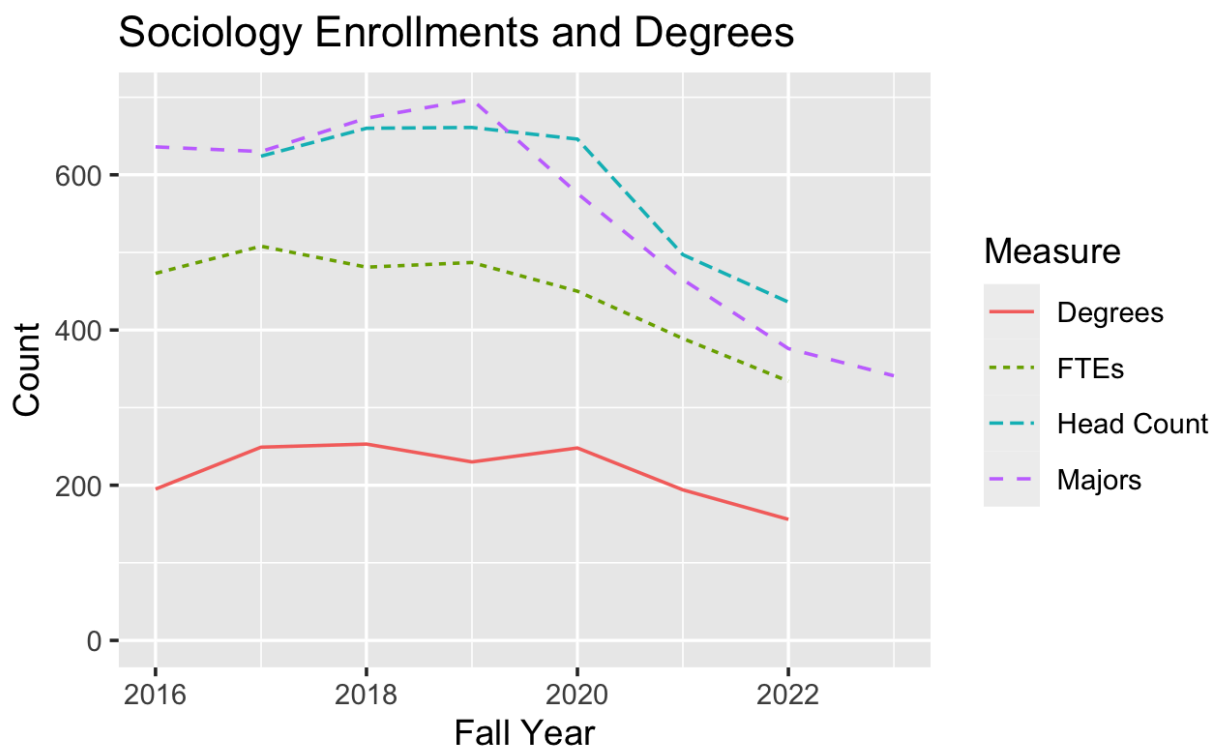
Sociology majors (or at least those responding to the survey) are interested in jobs that help other people and the communities. They are somewhat less focused on pay (85% said pay is important) and opportunities for advancement (93%) and using college skills (94%) but the overwhelming majority say that these characteristics are important.

¹⁶ Of course these students are self-selected and clearly no generalizations should be made.

Trends in Majors and Enrollments

In recent years, Lehman Sociology has awarded the largest number of Sociology Bachelor's degrees in the CUNY system (occasionally topped or tied by Hunter College).¹⁷ This puts us in the top 2% of Sociology programs in 4-year colleges and universities. Internally, Lehman Sociology has one of the largest student populations among liberal arts departments, but in the last few years this number has been declining, whether measured in terms of number of enrolled majors, Full Time Equivalent students, or absolute number of students enrolled in courses (see Figure 5.5). Although the numbers were relatively stable through 2020, the onset of the Covid pandemic clearly was strongly associated with this decline. That drop is also evident in the number of degrees awarded, although it is not as steep.

Figure 5.5: Trends in Sociology Enrollments, 2016-2023



The decline in Sociology enrollments has been an important part of discussion and analysis within the Department. Among the key points to consider are:

- Starting with the fall of 2020 (the first full pandemic semester) Lehman has been admitting an increased number of first year students (2019: 933, 2020: 1307) and a decreased number of transfer students (2019: 1600 2020: 1335). Sociology has historically had a majority of majors who are transfers. The continued decline of transfer students means that unless the mix of students changes, the number of Sociology majors will continue to decline.

¹⁷ IPEDS <https://datausa.io/profile/cip/Sociology-451101>

- Additionally, the change of enrollment mix means that the college has a much larger proportion of students who have not yet declared a major. This means that majors could increase as increasing numbers of students from the Covid-impacted cohorts declare majors.
- Overall, Lehman's retention rates have not yet returned to pre-Covid levels which impacts entry into majors. The decline in retention also impacts completion of degrees.
- During the same time period, the number of Psychology majors has increased dramatically. Through 2015 there were more Sociology majors than Psychology majors. Since then, the numbers have reversed, and the gap has grown. Although many reasons for this have been proposed (including changes in the Sociology curriculum), we actually know little.
- The end of the tight coupling of Sociology with both Social Work and the School of Education means that students interested in those careers may no longer view Sociology as the best option.
- Changes in departmental curriculum that make it longer and more challenging may have made the Sociology major less attractive to some groups of students.
- Changes in society that have more closely linked college education with career outcomes may be fueling a shift to majors in business, technology and other areas with explicit career trajectories.

While challenging, this decline also provides the opportunity for a number of important changes. For example, students are now more likely to be taught by full-time faculty than in the past, although this continues to be lower than ideal. The decline in the number of enrolled majors has made the advising load more manageable (though still heavy). Students are also more likely to encounter Sociology faculty (both full-time and part-time) in the First Year Program (both general education and first year seminar) or in special programs such as Lehman Scholars Program or upper level LEH courses.

Students ever-enrolled at CUNY can have three statuses: enrolled in the current semester; active which means they are eligible to enroll; and inactive which means that they would be required to "readmit" to be able to enroll. More than half of all Sociology majors were not actively enrolled in fall 2023 (see Table 5.1). While some of these majors may have transferred to other institutions, others stopped attending for other reasons (e.g. family or work responsibilities, health issues). This is not primarily a function of low GPA (students with a GPA under 2.0 for consecutive semesters are dismissed). However, there is a sizable gender gap, with male students more likely to be currently enrolled. This almost certainly means that there is an equity gap in graduation rate and time to graduation.

Table 5.1: Enrollment Status of Sociology Majors, Fall 2023					
	Number	GPA < 2.0		Gender	
Status		No	Yes	Women	Men
Enrolled	342	45%	49%	45%	56%
Active	252	30%	51%	35%	32%
Inactive	145	25%	0%	21%	12%

People who have some college and no degree form a large portion of the population nationally. Approximately 19% of adults in the Bronx fit this description, while about 20% of Bronx residents hold a bachelor’s degree or higher and an additional 8% hold an associates degree.¹⁸ This makes the Bronx among the counties with the highest concentrations of people with some college and no degree. Reengaging non-enrolled majors is one important way that Sociology can both increase its number of students, but, more importantly, increase its impact. In December 2023 a Sociology student who had originally transferred to Lehman in 1999 received her degree. She, like many others, continued to aspire to and work towards college graduation.

Recommendations for Re-Engaging Students

For the past two years, CUNYReconnect has been a system-wide program to encourage a return to college for stopped out students (whether classified as active or inactive). While successful, this has been a very general (untargeted) program. We suggest that the Department receive support for a collaboration with the college’s Division of Enrollment Management on an initiative specifically targeted at Sociology students. This can build on the already in-place department initiatives to encourage stopped out students to re-engage.

Since the beginning of the Covid pandemic most new enrollments at Lehman have been of first-year students. We suggest that the Department continue to increase the number of courses offered to these students and ensure that these courses serve to promote Sociology as a major and provide a clear pathway into the major. The revision of SOC 166 is a good example of this (see the Curriculum chapter for full details). Adding more full-time faculty is an important part of this process, as are resources to engage with the Psychology department and other Sociology departments at CUNY to develop best practices for recruiting and retaining majors.

Sociology Graduates

Post-graduation earnings and industry data for Lehman Sociology majors can be found in the Census Bureau’s [Post-Secondary Employment Outcomes \(PSEO\)](#) dataset, an experimental product containing data for recent graduates of partner colleges and universities. Data are provided for 3-year graduation cohorts. Earnings outcomes for graduates from a particular

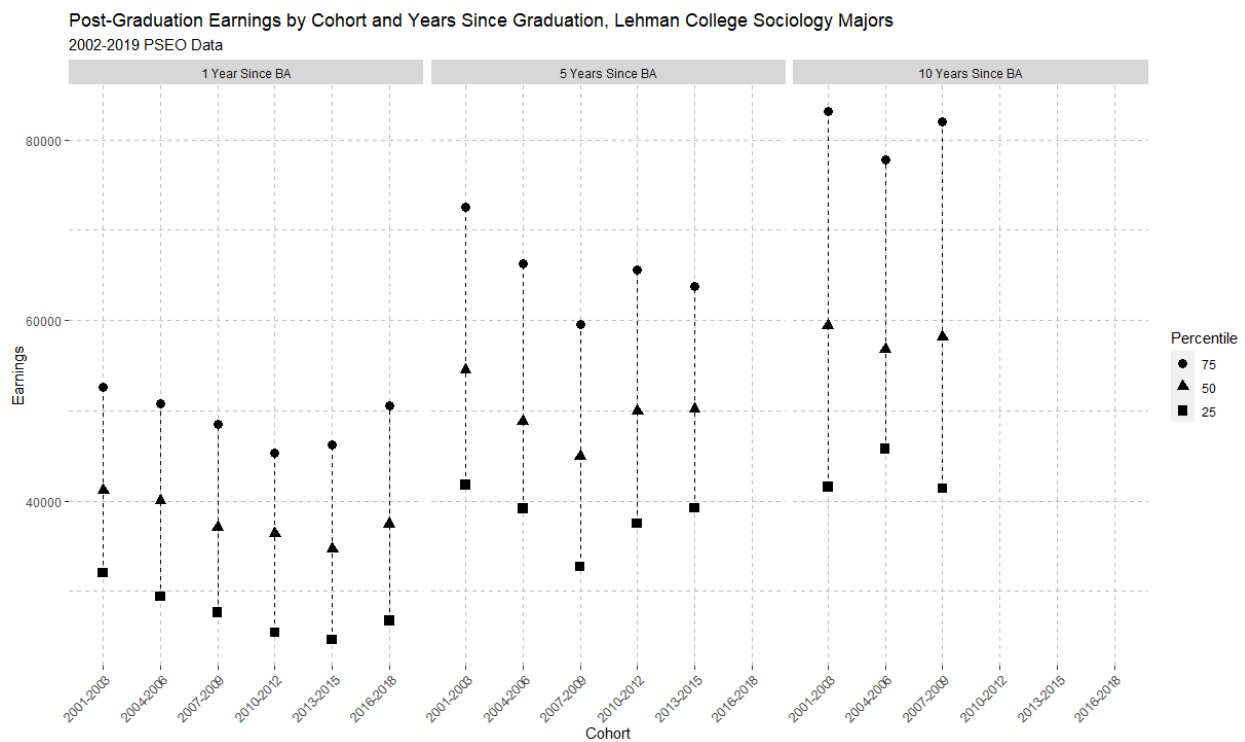
¹⁸ <https://nycfuture.org/research/boosting-college-attainment>

institution are available by degree field, degree level, and graduation cohort. For earnings, the 25th, 50th, and 75th percentiles are released for one, five, and 10 years after graduation. Earnings data can be isolated to Sociology majors from Lehman College. Industry data is only available by major category, which for Sociology is “Social Sciences” in the PSEO data.¹⁹ For each cohort, we present the most recent data available.

Sociology Graduates: Summary of Findings

- Across all cohorts, the most common industry for Lehman social science majors to enter after graduation is health care and social assistance, followed by educational services.
- Depending on the cohort and years since graduation, 27-41% of Lehman social science majors enter health care and social assistance; 14-24% enter educational services jobs.
- As time since graduation increases, the proportion working in education services increases. It may be that most students who enter educational services positions do so after gaining post-graduate training.
- Median earnings for Lehman Sociology majors one year post-graduation is \$37,471, according to the most recent data available (2016-2018 graduation cohort).
- By 10 years post-graduation, median earnings for Lehman Sociology graduates reaches \$58,183 (2007-2009 graduation cohort).

Figure 5.6: Earnings for Lehman Sociology Graduates



¹⁹ Lehman majors included in the Social Sciences category in the PSEO data are: Anthropology, Economics, Political Science, and Sociology. According to 2021 enrollment data, Sociology enrollments represented 69% of the total enrollments across the 4 social science majors. Anthropology includes the “ABC” major designed for pre-medical students. See Appendix E for more detailed information about these results.

Examples of Sociology Graduates

Sociology graduates, both recent and older, are successfully engaged in graduate education. For example, Sara Rosado enrolled in the Columbia University Doctoral Program in fall 2023, although the number of students entering doctoral programs remains low. Karen Britt (Lehman 2017 Sociology graduate) completed an M.S. in Applied Statistics from NYU in 2023. Allen Mena (Lehman / Macaulay 2022 Sociology graduate) completed an MPH from CUNY School of Public Health in 2023. Sociology graduate Jade Mandrake is a Ph.D. candidate in Cultural Studies at University of Amsterdam and co-founder of [Hacking Urban Boundaries](#).

While we lack systematic employment data on our graduates, we do know that many continue to reside locally and contribute to the Bronx and New York City communities as educators, social workers, researchers and in other roles. To illustrate this we would highlight the diverse careers of several department graduates who currently work at Lehman.

- Wanda Majette is the Transfer Evaluation Coordinator in the Department of Admissions.
- Anoeska Singh is a full time lecturer in the Department of Biology and is a member of the Faculty Executive Committee.
- Ameeta Persuad is the Academic Assessment Manager for the Lehman School of Education.
- Rosa Lendof recently became the Admissions Coordinator at the CUNY School of Professional Studies.

Analysis and Recommendations

The median household income in the US is approximately \$75,000. This means that Lehman Sociology graduates, even 10 years post-graduation, are well below the median. Lehman has been ranked high in terms of mobility from the bottom 20th percentile of family income who end up in the 80th and 60th percentiles (Chetty et al.). The Chetty data estimated the median personal income of Lehman graduates born in 1983 and 1984 (who would have been traditional first year students in approximately 2001, but at Lehman would often be older) was \$47,000 in 2014.²⁰ This puts the 2007-2009 cohort at approximately the Lehman median.

Although the Chetty statistics are somewhat reassuring, they also mean that Sociology graduates are not moving into the upper income levels. Part of this is due to entering relatively low paying, but professional, positions in education and social services. These positions are often attractive to Lehman students in that in New York City they are often unionized, have good benefits and have good job security. Health and education are the two largest employment sectors in The Bronx, so many of these roles allow graduates to stay in their own communities.

Nonetheless, both because of growing student concern about the economic payoff of college and to ensure that Sociology students understand the wide range of career possibilities open to them, the department should consider developing ways to address career options more explicitly. Many Sociology students are interested in careers in human resources, data analytics, and management. Sociology is also a major that works for pre-medicine, pre-law, and other professionally oriented students. The current environment provides opportunities to develop this

²⁰ <https://opportunityinsights.org/wp-content/uploads/2018/03/Codebook-MRC-Table-1.pdf>

systematically, particularly with support from the College for development and implementation of such pathways.

The Lehman School of Education's minor and minor to MA programs provide one model of a career-related program that many (44 graduates since 2012) Sociology majors and minors have participated in. Similarly, the Department-hosted Interdisciplinary Minor in Data Science Methods and Applications provides a second potential such pathway. Similar opportunities may exist with other departments.

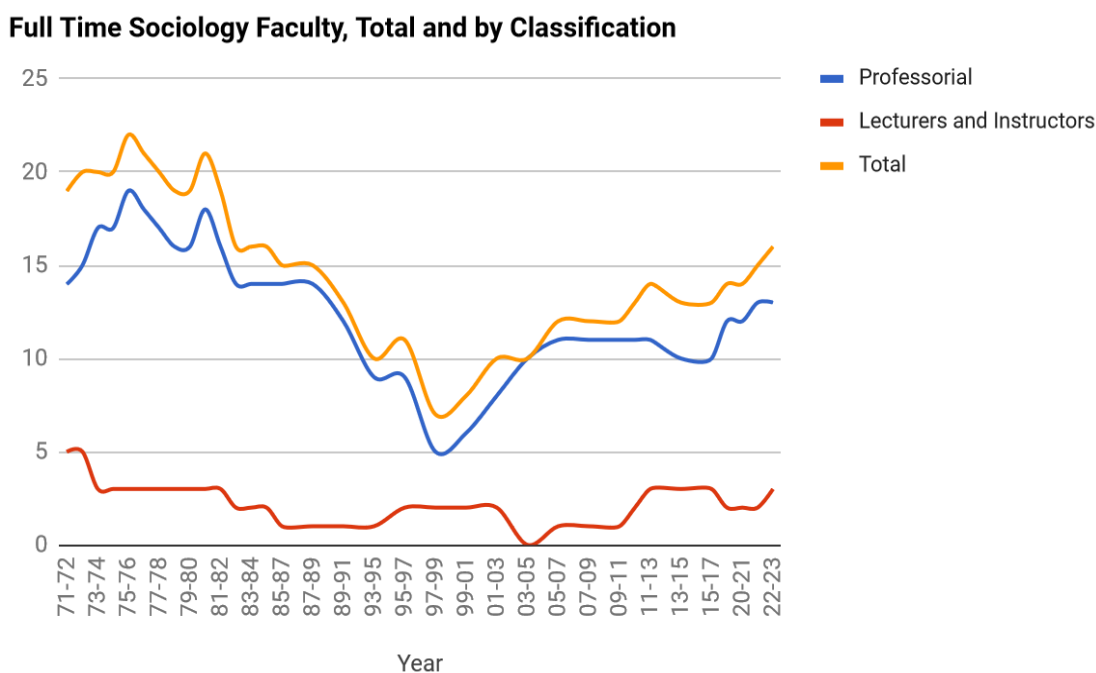
Chapter 6: Resources

As part of CUNY, Lehman College is subject to the austerity measures taken by the administration. This has impacted the allocation of faculty lines, support staff, and other non-teaching lines. Similarly, it has resulted in less money available for space, equipment, and release time for faculty. In this section we outline what has and has not changed regarding these and other resources since our last self study.

Faculty Lines

After many years of no new line allocations, in 2018, the Department was allocated one full-time line, and then three more full-time lines between 2020 and 2022 (see Figure 6.1). As a result, the Department has grown from 13 full-time faculty since the last self-study to 16 full-time faculty in fall 2023 (The department did not grow with our 2018 hire as Dr. Oh Nelson, our most recent hire at that point, left the department due to family reasons).

Figure 6.1: Trends in Sociology Faculty Numbers and Classifications, 1971-2023



For the first three new lines, we hired tenure-track assistant professors; the latest line was a lecturer (essentially the role known as teaching professor at many institutions) that provided us with a dedicated advisor, something we had requested for years due to the large number of majors in our program.²¹ As a result, the distribution across rank is a bit more balanced since our

²¹ At CUNY, lecturers are full time positions who can earn a form of permanency called Certificate of Continuous Employment. Unlike tenure track faculty, lecturers are not evaluated based on scholarship, but only on teaching and service. As a result they have a higher teaching load. The responsibilities of our major advisor, Alyssa Lyons, are split equally between teaching and advising.

last self-study (see Table 6.1); however, with expected promotions in the next two years we will be more senior-heavy once again. Additionally, within the next 6-7 years we expect at least two retirements. When those occur it will be essential that the lines be replaced immediately.

Table 6.1: Number and Type of Full-Time Faculty, 2016-2024

Academic Year	# Full-Timers	Full	Associate	Assistant	Lecturer
2016-2017	13	4	5	2	2
2017-2018	13	4	5	2	2
2018-2019	13	4*	5	2	2
2019-2020	13	4*	5	2	2
2020-2021	14	4	5	3	2
2021-2022	15	5	4	4**	2
2022-2023	16	5	4	4	3
2023-2024	16	5	4	4	3

*One of these full professors (Waring) was appointed as an interim Dean of HS2N.

**We were granted two lines to begin fall 2020; one of our hires took a postdoctoral fellowship and delayed her start until fall 2021.

Although it has improved somewhat since the last self-study, Sociology has one of the highest major to full-time faculty ratios in NSS, even with the recent drop in majors. Our major/full-time faculty ratio as of spring 2023 is much higher than most other NSS departments such as Chemistry, Math, and Physics. It is double the ratio of Political Science, 50% more than Anthropology, and higher than Biology, the NSS department most similar to us within terms of number of majors (see Table 6.2).

Table 6.2: Analysis of Majors, Faculty and FTEs in NSS, Spring 2023

	Sociology	Anthro	Pol Sci	Psych	Bio	Chem	Physics	Math	Comp Sci
Majors	342	115	81	879	349	76	18	19	431
FTEs	326	164	177	526	460	272	135	524	303
Faculty	16	8	7	15	20	13	7	19	12
Majors: Faculty	21	14	12	59	17	6	1	4	36
FTE/ Faculty	20	20	25	35	23	21	19	28	25

*Source: Institutional Research and Department Web Pages

Sociology (along with Psychology) has a distinctive profile in having fewer FTEs than majors. Unlike other sciences, Sociology does not derive most of its enrollment from required courses for general education (as do English and math) or other large majors (such as chemistry and biology provide for nursing). Sociology also has been less engaged in offering general education courses for non-majors than small social science departments such as Political Science and Anthropology, though we have recently added more courses to the Pathways program and will continue to do so. With a few exceptions such as our Pathways courses, teaching sociology courses primarily means teaching sociology majors or students in minors in which the department participates.

Full-time vs. Part-time Teaching

In the past 15 semesters, only once have part-time instructors taught fewer than 50% of the sections offered by the department; in five semesters they taught 70% or more of our sections (see Table 4.5). The balance between courses taught by part-timers and those taught by full-timers has improved because of the increased number of full-timers coupled with the declining number of sections offered due to lower enrollments since the start of the Covid-19 pandemic. Nevertheless, many of our required classes, particularly the methods sequence (SOC 301 and SOC 303), still rely heavily on contingent (albeit very experienced) instructors (see Table 6.3). Additionally, the percentage of sections taught by part-timers will increase again in the next 1.5 years due to at least two full-timers being away from the College for research fellowships or sabbaticals. At any given semester it is typical that two or more faculty will not be teaching in the department, because of sabbaticals, release time for newly hired faculty, funded research, reassignment to administrative roles, teaching in other programs, or family or medical leave. Even with the proportion of courses taught by full-time faculty increasing since Covid,

over 50% of sections are still taught by part-time faculty. If and when College and Department enrollment and majors rebound from the Covid drop, that proportion will rise even further without additional full-time lines, making it likely for majors to enroll in few if any courses taught by full-time staff. In particular, Advanced Research Methods, SOC 303, is a crucial class that needs to have full-time faculty instructors (though Professors Waring and Fox-Williams continue to manage the course and work with part-time faculty colleagues who also teach it).

Table 6.3:
Part-Timer Taught Sections to Total Sections of Required Sociology Classes by Semester

	300	301	302	303	345
Fall 2023	0/4	2/3	0/3	4/4	0/3
Spring 2023	0/4	3/4	1/3	3/4	0/4
Fall 2022	0/5	2/4	1/4	3/5	0/4
Spring 2022	0/5	4/4	1/4	4/5	0/4
Fall 2021	1/5	3/4	2/4	4/5	2/4
Spring 2021	2/5	4/5	1/5	3/5	2/6
Fall 2020	3/7	3/5	2/5	5/7	2/5
Spring 2020	4/7	5/6	3/6	5/5	2/5
Fall 2019	2/8	5/7	3/7	6/6	1/5
Spring 2019	1/6	6/8	2/6	6/6	2/5
Fall 2018	4/10	5/7	2/8	7/7	3/6
Spring 2018	4/9	8/78	1/7	7/7	4/5
Fall 2017	6/10	10/10	2/6	6/7	3/5
Spring 2017	6/8	9/9	3/5	9/10	1/4
Fall 2016	7/9	8/10	3/7	8/9	0/4

Overall, too many of our sections, in particular upper-level courses taken by majors, are still taught by contingent faculty. Combined with expected retirements, we would like to add several tenure-track lines at the junior and senior faculty levels, possibly including a nationally known full Professor that reflects our status as a flagship program. Please see Chapter 7 for more details.

Support Staff

We currently only have one person, Miriam Medina, who works on the administrative tasks of our department. Her position as a College Office Assistant is full-time and salaried. From fall 2016 to spring 2020, she had the help of two work-study students, part-time positions for Lehman students paid for by the federal government. The department's assigned work-study students each worked 20 hours per week. The students were able to answer the phone when Mrs. Medina was away from the office for lunch, sick days, or vacation; the students could also run errands, sort mail, and type or file selected items. However, they could not copy, file, or type

anything confidential so were limited in the tasks in which they could assist. Since fall 2020 we have not had any work-study students.

Since Covid, Mrs. Medina is on campus 3 days a week and works remotely the other two days, which means the Department office is closed those days. Due to this, as well as persistent workload issues for a department of our size, the Department is in need of a second person in our office. A College Assistant, which can be a part-time position (20 hours per week), would be preferred. This person could work Monday through Friday from 2 p.m. until 6 p.m., helping with secretarial and clerical work, as well as inquiries from students, staff, and the public during late day hours. Given the Department's location near an entrance to Carman Hall, many people stop by in need of information such as directions to other campus offices. More importantly, unlike work-study students, the person could also help track and follow up with majors who are on probation, who have dropped out, or would be eligible for honors if they enrolled in the advanced tutorial and earned a high enough grade. Many years ago, when the Department had only about half as many majors as now and fewer faculty, we had such a College Assistant, but budget cuts eliminated the position.

Additionally, Mrs. Medina, whose work is indispensable to the functioning of the department, and serves as an invaluable resource to the chair, is planning to retire in the coming years. We want a plan in place to be able to hire someone while Mrs. Medina is on payroll and can train them adequately for this key job. We also need the job title and compensation level to be changed in order to attract and retain a person with the necessary skills for the position. Mrs. Medina used to be on an Administrative Assistant line but was downgraded to a College Office Assistant due to bureaucratic complications. The current College Office Assistant line does not compensate her adequately for all the crucial work she does for the department. For her replacement, we strongly request an aHEO line that is in line with what a number of other departments have for people in similar roles. Without appropriate office staff it will be difficult if not impossible for our Department to run adequately or sufficiently, and will serve as a further disincentive to recruit already-reluctant faculty to serve as chair.

Other Non-Teaching Staff Needs

Faculty and Staff Offices

In response to the last self-study in 2016, the Sociology Department was allocated more office space for the faculty to help relieve a serious overcrowding issue in our offices. At the time of the last self-study, most offices (except the chair's) had at least three full-time faculty assigned to each office, in addition to as many as six part-time faculty. With the allocation of three small offices in the Speech-Theater Building, some of our space needs were alleviated. No office in Carman had more than two full-timers assigned to it for several years. However, with the growth of full-time faculty since 2020, and with full-timers back to teaching in person, we are now in the situation once again of full-time faculty being tripled and quadrupled up in Carman basement offices. We continue to have to assign part-time instructors to our allocated offices, making our offices too crowded for reasonable productivity or privacy during meetings. This inhibits our ability to be an on-campus department, which is a crucial post-pandemic goal.

Table 6.4: Faculty Offices (Fall 2023)

Building/Room	# People Assigned*	Computers**	Printers
Carman Hall 59	3 (1 full-time, 2 part-time)	2	1
Carman Hall 60	4 (4 full-time)	4	3
Carman Hall 61	3 (2 full-time, 1 part-time)	3	1
Carman Hall 62	3 (3 full-time)	3	2
Carman Hall 63a	2 (1 full-time, 1 part-time)	1	1
Carman Hall 64	1 (chair's office, full-time)	1	1
Carman Hall 65	1 (College Office Ass't.)	1	1
Carman Hall 30b	1 (Dept. advisor, full-time)	1	0
Speech-Theater 128	1 (1 full-time)	1	1
Speech-Theater 129	1 (1 full-time)	1	1
Speech-Theater 130	1 (1 full-time)	1	0

*Office assignments may vary by semester, particularly in the number of part-time staff assigned to each office.

**Desktop, laptop, tablet, or VDI.

In addition to the College Office Assistant and chair's office, the College has assigned the department 6 faculty offices in Carman Hall (5 in the basement, 1 on the third floor), and three across campus in the Speech and Theater Building. The advisor's office being located three floors above the main office separates this important office from the rest of the department and is challenging for students who may need both advising and assistance from Mrs. Medina. The offices in the Speech and Theater Building, while helping alleviate the density in the Carman offices, minimize the ability of faculty with offices there to quickly meet in person and causes students and faculty to crisscross the sprawling campus, often within the ten-minute break between classes. At present, only the 16 full-time faculty and the four part-time faculty teaching in-person for fall 2023 are assigned an office; as the College moves back to a strong in-person presence for classes, more people will be in need of office space, creating even more crowding.

One of the Department's biggest needs is office space to reduce overcrowding of full-time staff in offices (see Table 4.4 regarding this high priority among faculty). There should be a maximum of two full-timers in an office (although single offices are vastly preferred), and, just as important, a separate space for the part-time faculty. Two basement offices have no windows, which makes them uncomfortable for prolonged use. Some departments in Carman, notably English and Economics, have space specifically allocated for adjunct offices; obtaining such a

space for Sociology part-time faculty is a crucial priority. Currently, offices are much too crowded for faculty to find a quiet place in which to do their research, grade papers, or speak confidentially with students. The office situation serves as a barrier to on-campus presence.

Other Space

In addition to our offices, we currently have the Duffy Lounge (Carman B63), a windowless room for student use initially created from faculty donations of books and money and a series of book and cake sales used to buy furniture; we have been able to use OTPS (Other Than Personnel Services) funds and grants for more recent updates. The Duffy Lounge is a memorial to a former faculty member and today serves as a place for majors to socialize, be tutored and do course work, as well as an overflow/private space for student meetings. As a result of the privacy it affords, some of our Muslim students also use the area for prayers during the day. On a commuter campus, such as Lehman, shared spaces for students are essential.

The Department is also in need of dedicated space for faculty and student research. Building opportunities for rich research experiences for students and supporting excellent research by faculty requires physical space to work, collaborate, and store research materials. A large room that could also be used for occasional faculty meetings would be ideal.

Classroom Space & Equipment

Since our last self-study Lehman has made many technological upgrades to classroom space in Carman Hall, where our classes are held. Two rooms that have been traditionally dedicated to Sociology classes (CA 327 and 329) and a third (CA 326), which many Sociology classes are scheduled in, now each have an overhead projector, a podium with a desktop networked computer, cameras for potential Hyflex use, and a second screen on the side wall. More importantly, our lab in CA 220 was upgraded to a flexible computer-equipped classroom and a second lab was created in CA 242. These improvements have greatly helped in the teaching of our many lab-based courses, as well as other classes that seek to integrate hands-on learning and in-class writing. Each of these flexible computer classrooms have about 30 VDIs, although often one or two of them are not working. With lower enrollments and more online sections at the moment, there are few problems scheduling one of the required lab courses in these two classrooms (CA 220 and 242); however, if enrollment rebounds, we will return to the pre-Covid issue of scrambling to find lab-based classrooms for our classes. There are lab classrooms in the IT Center but they each only have 20 computers. There is a secure closet with two mobile labs of 30 laptops each that have been used by faculty to run labs in CA 327 and 329. Even before Covid, this was less than ideal for classes that spent a large portion of each class on labs. The mobile labs are more time consuming to set up, often several laptops did not work, and wifi can be inconsistent. These laptops have not been replaced for at least 10 years, making it likely that many are nearing the end of their life-span as none have been replaced. If our enrollments grow we will need more flexible computer-classrooms. If the Department is relocated to another building, we would need upgraded computer classrooms, as well as regular classrooms with built-in technology and computers to accommodate the various uses of technology our faculty employ.

Other Equipment

Although the campus-based part-time faculty all have access to a VDI, they do not have printers and so have to rely on the Department office for their printing needs. As more people return to in-person teaching, this will become a bigger issue as there is only one printer in the main office. The advisor, whose office is three floors from the departmental office, has no printer. Moreover, though she has a tablet and keyboard secured through start-up funds, she is relying heavily on a laptop on loan from the IT center. The nature and volume of her work makes this arrangement unacceptable. We would also like more financial support for printing students' research posters through the Lehman Print Shop so they can present at regional and national conferences.

Funds/Financial Resources

Other Than Personnel Services (OTPS) and Incentive Funds

Since the last self-survey the college formula for dispersing OTPS formulas has changed and the Sociology Department now receives a much more reasonable allocation given the large number of FTEs relative to most other departments in the college. Prior to the last self-study, the Department received less than \$2000 annually for all its non-personnel needs. That amount was vastly insufficient. Looking back since FY 2020—and with the exception of FY 2021, when the Department only received approximately \$2000 in OTPS funds—the Department has received over \$9100 per year and often over \$12,000 a year. The department is grateful for these funds. We have been able to upgrade Duffy Lounge, get name plates for our doors, and buy other needed supplies for the department. In addition, we have been able to use these funds to allocate approximately \$200-\$400 per year to each full-time faculty member to help offset costs of professional memberships or other academic needs. Some years we have also been able to allocate some funds to part-time faculty as well. Due to Mrs. Medina's job misclassification, we have also used these funds to provide her non-teaching adjunct (NTA) hours to compensate her for extra work beyond her specified duties.

Table 6.5: Other Than Personnel Services (OTPS) Funds, 2020-2024

Fiscal Year	OTPS Funds Allocated
2020	\$13,858.00
2021	\$2,079.00
2022	\$12,558.00
2023	\$9,177.14
2024	\$12,303.00

In FY 2021 OTPS funds were cut due to Covid and concerns about budget shortfalls. In addition, since FY 2021 the department no longer receives incentive funds (a portion of tuition fees collected) for our winter and summer offerings. This leaves the Department with less spending

money, along with no incentive to offer classes in these semesters. We believe that incentive funds should be reinstated and that OTPS funds should remain at current levels, rather than being cut (as in FY 2021) to help balance the college and university budgets.

Table 6.6: Incentive Funds, 2017-2020

Fiscal Year	Incentive Funds Provided to Department
2017	\$4886
2018	\$5427
2019	\$7193
2020	\$7042

Grant Funding

Our Department has been very successful in securing outside grant funding. Please see Chapter 4 (Faculty) and Table 4.2 for more details about grants awarded to Sociology faculty.

Travel and Research Funds Offered by College

While junior faculty are now awarded generous start-up funds for their research, more senior faculty have no dedicated funds for their research unless they apply and are awarded internal and/or external grants. Furthermore, while junior faculty have access to research funds, they have often been stymied in their ability to spend it for research purposes. Most troubling, given that many faculty in our department have and/or intend to publish books, is that in the last few years junior faculty have not been allowed to use their tax-levy start-up funds to help with the preparation of books. This hampers research productivity and puts up additional and unfair hurdles for the publications needed for tenure and promotion. The College needs to have non-tax levied funds available for those who need resources to help publish books.

Faculty also have been awarded PSC-CUNY grants that are university funded grants: Traditional A (most common), with awards up to \$3,500; Traditional B (which can be used to get one course release), with awards from \$3,600 to \$6,000; and Enhanced (least common): \$6,500 to \$12,000. This has helped many Department faculty with research costs and travel, as well as course releases. However, the application for these funds is over 6 months before they become available (if awarded), so funds are only available for future needs. Research expenses that come up outside of the research cycle either have to wait or go unfunded. This is particularly problematic for more senior faculty who do not have start-up funds, as many do not have outside grant sources from which to draw. This situation can limit or delay faculty research. Additionally, tenured faculty may only receive two awards in any three-year period and only one may be an Enhanced award.

The College (through its schools) also allocates travel funds to faculty. However, there is no set amount that faculty are guaranteed each year. Given that our annual conference is in August and the call for funds never occurs before the fall semester, faculty thus must commit personal funding to attend our national conference without knowing if and how much they will be reimbursed. A guaranteed, minimum yearly amount of reimbursement, and a timeline for requests that is more in-line with our discipline's meeting, could help faculty participate in academic conferences to a greater extent.

Chapter 7: Looking Forward: Our Strategic Plan

The Department of Sociology has made gains since the last self-study in 2016: our faculty has grown, we have added a full-time major advisor, and we have developed (and now house) the Data Science minor. Our faculty members have been successful in publishing and securing grants, and our graduates have enrolled in graduate programs and gained employment. We close our self-study with a collection of goals to help us continue this positive momentum and elevate our department's profile locally and nationally. Note that many of these goals will not be realized without a commitment from the School of Natural and Social Sciences and from the senior administration of Lehman College overall.

Broad Goals

1. Continue to provide a first-rate, comprehensive sociological education to our undergraduate students, enabling them to pursue graduate degrees and secure employment.
2. Expand our faculty by retaining and recruiting research-active scholars who are also excellent teachers.
3. Expand and adapt our curriculum in response to a changing student population and the skills required by the workforce.

Needed Resources

Space

1. Work with administration to secure space in a building where all Sociology faculty have offices, with two full-time faculty maximum per office and a separate office for major advising. Ideally we would like to stay in Carman, given our established computer lab classrooms and the proximity to IT services.
2. Obtain an office space dedicated to part-time faculty.
3. Obtain a flexible space that can be used for research meetings and to store student research materials..

Staff

1. Hire an aHEO to replace Mrs. Medina when she retires. Negotiate with administration for a period of overlap where the new hire can receive hands-on training from Mrs. Medina.
2. Hire a part-time College Assistant to provide late afternoon/early evening office support and assist the major advisor.

3. Work with IT and Multimedia services to advocate for more support to be available to sociology classes and classroom technology, particularly for classes taught in the evenings or on Saturdays.

Faculty

1. Add at least four to seven tenure-track faculty lines at the junior and senior levels in Sociology in the next five years, bringing our total number of full-time faculty to 20-23. With that number of faculty, we would be on par with the Biology department (if we have 20 faculty) and the Anthropology department (if we have 23 faculty) in terms of the ratio of majors to full-time faculty. Both of these departments excel at providing research experiences for their students and guiding them into graduate programs, which are activities our Department aspires to do. Given our location in the Bronx, as well as our student population, our top priority would be someone specializing in the sociological study of Hispanic/Latina/o/x/e populations. We know that the Bronx is always changing and we want our students to see themselves in our curriculum and College. Other areas of interest include: Urban Sociology, with a focus on New York City (and the Bronx in particular); Education; Health and Healthcare Disparities; Family; and Critical Criminology. These would each build on core strengths and allow us to meet the growing demand for our 200-level courses from the increased number of incoming first year students. At least one hire should be a broadly trained methodologist, and also preferably a data scientist, who can contribute to our research track and the effort to involve more undergraduates in research work, as well as contribute to the data science minor housed in our department. Opportunities such as the currently planned system-wide cluster hire in the Black, Race and Ethnic Studies Initiative (BRESI) may provide an opportunity for Sociology at Lehman, if the administration will advocate for it.
2. Balance the full-time/part-time faculty ratio so that more courses are taught by full-time faculty.

Research Support

1. Work with administration to establish clear policies on reassigned time for both grant-supported and non-grant-supported scholarly activities.
2. Work with administration to establish guaranteed minimum amounts to cover travel to academic conferences.
3. Create stronger connections to the Office of Research and Sponsored Programs to improve assistance to faculty with grants and other research needs.
4. Continued increase of support for research infrastructure for Sociology (and the social sciences in general) including retaining secure physical storage, providing adequate secured storage for large data sets, robust support for RStudio and JupyterHub, LimeSurvey, and Taguette, and providing access to qualitative software, in addition to other research infrastructure needs.

Specific Goals

Program Growth

1. Establish regular visits each semester to introductory level Sociology courses to inform students about the major and minor.
2. Increase the visibility of the Sociology major through relationships with the campus advising offices.
3. Continue outreach to students who have dropped or stopped out to encourage them to re-enroll.

Curriculum Development

1. Continue developing an honors track within the major, ideally with a capstone course.
2. Explore ways to more formally and systematically incorporate career-related content in the curriculum including through collaboration with other programs.
3. Expand student learning opportunities and build skills needed in today's workforce through experiential learning and internship opportunities (contingent on hiring more faculty or obtaining release time for current faculty to work on program development).
4. Explore opportunities to create focused minors such as research methods and one for each concentration.
5. Investigate developing graduate programs, post-bacc, and certificates, including collaboration with other departments and schools (contingent on hiring more faculty or obtaining release time for current faculty to work on program development).

Outreach and Collaboration

1. Strengthen ties with other departments, potentially developing interdisciplinary minors (for example, NYC studies).
2. Develop opportunities for students to gain professional development, whether through Sociology Club experiences or opportunities to present work at regional or national conferences.
3. Improve ties with local employers to improve undergraduate internship opportunities.
4. Connect with alumni and offer current students alumni career panel events.

The members of the Sociology Department are proud of their accomplishments in teaching, research, and service. While we continue to experience the effects of the pandemic with the decline in our number of majors and the continued student preference for online classes, we will

face these challenges and work to adapt our program to support our changing student population while retaining the quality and rigor of our Sociology major. We have high expectations of ourselves and our students and hope that these will be recognized by the College in the form of the support we request above.