

New Academic Programs

Proposed Degree Title: PhD in Sociology

Proposed CIP Code:

Date of Trustee Board Vote:

Date Letter of Intent (attach copy) submitted to Commissioner: (must be 30 days prior to application submission)

A. Alignment with Institution Mission Priorities.

How does the proposed program align with the institution’s mission priorities?

The PhD Program in Sociology will add to the department’s current strengths, increase opportunities for external funding, and support the university’s strategic goal to become a major public research university by 2025. In addition, a PhD program will improve the department’s ability to recruit faculty with the strongest scholarly potential and graduate students who aspire to the highest levels of professional accomplishment, as well as ensure the most supportive environment for both research and instruction at the graduate and undergraduate levels.

The University of Massachusetts Boston (UMass Boston) is a *public research university with a special commitment to urban and global engagement*. UMass Boston also seeks to provide its students with a multi-cultural educational environment and to provide its community with new knowledge that also serves the public good (adapted from the Statement of Mission and Values, September 2010). As the academic department with the largest number of undergraduate majors at UMass Boston (UMB), and as representative of a discipline that has historically been engaged in urban and global issues and in knowledge related to the solution of public needs, the Department of Sociology not only shares this mission and these priorities; it is a major contributor to these priorities and one of the means by which they are sustained.

Our departmental vision for the PhD Program in Sociology is aligned fully with each of the priorities of UMass Boston:

- *A public university.* The design of our doctoral program addresses social issues that are often the focus of public policy: crime and criminal justice, health and health care, and immigration in a global context. Faculty whose primary substantive foci are not in one of these three areas are involved in related areas of sociological research, from social inequality to social psychology, as well as theoretical and methodological approaches that provide a framework for all of our scholarly endeavors. Our current graduate students, in our applied sociology master’s program, seek us out in part because we provide high quality, reasonably priced training in these areas and create or enhance their prospects for building careers in public service. We expect to recruit for our doctoral program students with similar motivations.

- *A research university.* Our program includes a strong core of courses in a range of research methods, with four required courses that ensure strong preparation in both quantitative and qualitative techniques and four additional methods courses available as electives. Our program will also incorporate a new Graduate Certificate Program in Survey Research (currently in final stages of review), offered jointly with UMB's Center for Survey Research, with four courses in survey methodology (one of which is currently a required course in our MA program). In addition to these courses, the joint program will facilitate student internships and dissertations involving survey research and ensures that we have on our faculty an expert in survey research (new hire Dr. Philip Brenner, from the University of Michigan and the University of Wisconsin, who will hold a joint position in Sociology and the Center for Survey Research). The PhD Program also includes collaborations that extend outside of UMass Boston (detailed later in this proposal) and that provide additional opportunities for research experience and methodological training in epidemiology, mental health services, and comparative health systems. But effective research training is only possible when faculty are actively engaged in the creation of new knowledge and have ongoing research programs that are supported by external grants. Most of our professors are productive researchers, who regularly secure grants to support research projects and graduate research assistants and who publish in well-regarded peer-reviewed journals. The department is also home to the author (Russell Schutt) of one of sociology's leading research methods texts, with Sage Publications, that has been adapted with co-authors for the fields of criminology, social work, psychology, and education; these texts are used to train tens of thousands of students in research methods around the world.

The progress of faculty research will be greatly enhanced by ongoing engagement of doctoral students as research assistants, by the dissertation projects that are stimulated by faculty research programs, and by the opportunity to engage graduate students in the classroom in the cutting-edge issues that emerge from faculty research. Such synergy has been a prized feature of our Master's program in applied sociology, but it will be multiplied by the talented students we attract to our doctoral program, their longer tenure as doctoral students and the more advanced level of their coursework, and by doctoral students' ability to develop dissertation projects that build on their involvement in faculty research programs.

- *Urban engagement.* Our faculty members are deeply engaged in research in the city of Boston, the larger metropolitan area, and urban areas across the nation and around the world. Projects range from Paul Benson's Department of Education-funded research on families having children with autism, Stephanie Hartwell's research on the transition of mentally ill inmates into the community, Heather Zaykowski's research with colleagues in the Veterans Administration on support programs for homeless persons in Springfield, Massachusetts, and Andrea Leverentz's research on the engagement of female ex-offenders in urban communities, to Glenn Jacobs' research on school policy in Chelsea, Russell Schutt's research with community health workers, homeless shelters and a teen violence prevention program, and Lakshmi Srinivas's studies of the sociology of cinema in Indian cities. Our program also engages students in urban issues through current coursework, our proposed doctoral concentration in Communities and Crime, internship placements in the Boston area, and trips to criminal justice and mental health agencies as part of our Forensic Services Graduate Certificate Program.

- *Global engagement.* The Department of Sociology is deeply engaged in research and theorizing about global changes. Nine of the current 17 tenured and tenure-track faculty (41%) have significant international experience and engagement in scholarship that is global in its scope. Cinzia Solari studies migrant labor around the world, Phil Kretsedemas studies immigration processes and writes about immigration policy, Keith Bentele is investigating changes in inequality in Norway, Jorge Capetillo is studying cultural change in Latin America, Lakshmi Srinivas investigates media in South Asia, Xiaogang Deng compares methods of social control in China and the United States, Bianca Bersani studies immigration and crime, Glenn Jacobs researches Cuban popular music, and Behrooz Tamdgidi theorizes about global change. Our newly hired medical sociologist, Megan Klein Hattori, conducts research in Africa. In addition, Russell Schutt has studied patterns of employee engagement in multinational companies and has presented his research at international conferences in Spain and in Sweden, Stephanie Hartwell has been a keynote speaker in Germany and Montreal, and Siamak Movahedi maintains ongoing relations with colleagues in Iran and Italy. These international scholarly engagements of our faculty ensure introduction of diverse global perspectives into our PhD courses and will help to continue to attract a diverse international student body.
- *A multi-cultural educational environment.* The global scholarly engagements of our faculty ensure that students will be exposed to diverse cultures in their courses and will have many opportunities to conduct comparative research. Our ongoing research engagements in diverse urban areas will facilitate recruitment of students from diverse cultural backgrounds. In addition, we have developed for our doctoral program's concentration in medical sociology a new Partnership in Comparative Health Systems and Processes with the Hannover (Germany) Medical School and the International Academy for Life Sciences. The Partnership (described elsewhere) will provide ongoing opportunities for research and training in Europe for those interested in health and health care and will also encourage enrollment in our own courses by students from Europe as well as opportunities for our students to learn from visiting European lecturers. We also expect to attract doctoral students from around the world, as has always been the case with our Master's program (our MA program alumni/ae include students from Germany, Romania, Bulgaria, Ukraine, Nepal, China, Japan, South Africa and Brazil). The cross-cultural scholarship of our faculty, the diversity of our expected student body, and the international exchange relationships that we have created and will continue to create will all make for a vibrant multi-cultural educational environment.
- *Knowledge that serves the public good.* Our department has always been distinguished by the commitment of many of its faculty to applied research that contributes to improvement of the public welfare. Stephanie Hartwell assists the Department of Mental Health and Department of Youth Services to evaluate and improve programs for individuals involved with the criminal justice system with serious mental illness who are returning to the community. Paul Benson studies coping strategies among families of children with autism, with funding from the Department of Education, Russell Schutt has engaged graduate students in research to improve programs designed to reduce recidivism among probationers, to reduce violence in urban communities, to lower HIV/AIDS among homeless persons, to improve services in homeless shelters and to increase housing stability among homeless persons with severe mental illness, some funded by state agencies and some by the National Institute of Mental

Health, Keith Bentele, Stephanie Hartwell, and Russell Schutt have led graduate class projects in collaboration with community organizations such as the Louis D. Brown Peace Institute in Boston and Teen Empowerment. Phil Kretsedemas has worked with legal organizations that assist immigrants. Our doctoral program will increase opportunities for such innovative research and service projects and its applied emphasis will ensure that many doctoral students seek out our program in order to engage in such projects and to develop the theoretical foundation for understanding the social problems that they address.

B. Alignment with System Priorities

1. Will this proposed program address a regional/local/state workforce shortage? Explain.

The PhD Program in Sociology continues the Department of Sociology's tradition of responding to workforce needs. We began our MA in Applied Sociology 25 years ago as the need for graduate-level preparation in social science increased and the opportunities for sociological research applied to current issues multiplied. More recently, we launched our Forensic Services Graduate Certificate Program as government agencies recognized the particular difficulties encountered by mentally ill persons within the criminal justice system and sought assistance in understanding this problem and training professionals to respond to it. We also began our undergraduate major in Criminal Justice more than ten years ago in response to increasing popular interest in this major and the rapid growth of related career opportunities.

The success of these new programs has been reflected both in the number of students they have attracted and in the careers they have nourished. The total number of undergraduate majors is the largest for any department in the University, with over 550 students undergraduate criminal justice majors, 250 sociology majors and 220 social psychology majors, 40-50 MA students in our Graduate Program in Applied Sociology—one of the largest terminal MA sociology programs in the United States (and Forensic Services is typically the most popular concentration among our MA students). As a result of the training we have provided, our program alumni/ae work in criminal justice, health care, social service and related public and private settings throughout the area and around the world.

Our proposed PhD program is designed to build on this record of accomplishment. Once again, our environment has changed in fundamental respects that create new career opportunities and more advanced training needs. The use of sociological research in program design, implementation and evaluation has multiplied in the last 25 years. The range and sophistication of research methods and sensitivity to research quality have increased. The complexity of the social world that sociologists study has grown exponentially due to processes of globalization, immigration, diversification, and crises at the sociopolitical, public health, economic and environmental levels. It is abundantly clear that those who would help to solve the problems of tomorrow must develop today a sophisticated understanding of the social world and a high level of mastery of social research methods.

This need for advanced training of the type that we can provide in sociology is reflected in reports, statistics, and local experiences. We document later (section E1) the continuing demand for entry-level PhD sociologists in colleges and universities. In addition, *The Path*

Forward: The Future of Graduate Education in the United States, by The Commission on the Future of Graduate Education in the United States (Wendler et al. 2012) urged graduate schools to “embrace [the] reality” that an “increasing number of graduate degree holders work outside of the academy in business, government, and the nonprofit sector” (p. 42) and encourages graduate programs in the U.S. to follow the lead of other countries that have encouraged *doctoral* programs to support “the acquisition of transferable skills by doctoral students to prepare them better for an array of employment settings outside of the academy” (p. 44).

The increasing demand for sociologists with applied skills is apparent in a report by the American Sociological Association that documented a 95% increase in advertised openings in Sociological Practice positions between 2008-09 and 2009-10 as well as higher earnings and greater satisfaction among sociology PhDs working in applied settings than among doctoral graduates in non-applied settings (Spalter-Roth, Jacobs, Scelza 2010). The National Academy of Sciences and the National Science Foundation have concluded that skills attributed to sociology’s focus on methods—research, grant writing, organizing information, interpreting and analyzing data, writing reports—are marketable and necessary in today’s economy (Van Vooren, Spalter-Roth, Scelza 2009). In consequence, the NAS/NSF proposed that universities develop applied sociology programs that have a strong disciplinary foundation accompanied by internships and research experiences to prepare students for non-academic careers in businesses, non-profit organizations and government agencies.

The use of evaluation research, the focus of most sociological practitioners’ careers, has grown rapidly in recent decades. Laws like the Government Performance and Results Act of 1993 and public agencies like the new Governmental Accounting Standards Board ensure an ongoing need for research on public programs. Two hundred evaluation units in major federal agencies were spending about \$200 million annually on program evaluation in the 1990s (Schutt 2012: 360). State agencies and private non-profits also provide many applied research opportunities, as do applied research organizations in the area such as Abt Associates, Mathematica Policy Research, and our own Center for Survey Research. The need for a doctorate in order to obtain the most rewarding positions in evaluation research and related fields is indicated by the career achievements of those graduates of our MA Program in Applied Sociology who have subsequently earned a PhD in Sociology or another social science or completed significant coursework for their doctorate and have then moved into leadership positions. These alumni include Kevin Mulvey, PhD, U.S. Substance Abuse and Mental Health Administration, Lisa (Steriti) DiGianni, PhD, Dana Farber Cancer Institute, Tatjana Meschede, PhD, Heller School for Social Policy and Management, Andrea Tull, PhD, Partners Healthcare System, and Lydia Todd, MA, NFI Massachusetts.

In spite of the evident need, there are few Sociology PhD programs elsewhere in the nation that emphasize applied research skills and an insufficient number that provide training in the related substantive areas of concentration that we will offer. Two schools with a new PhD Program in Sociology with an explicitly applied focus are at the University of Louisville and the University of Central Florida. Other Sociology PhD programs that provide some special focus in applied sociology are at Baylor University, George Mason University, and the University of Arizona. Overall, the number of new PhD sociologists with concentrations in criminology, health care, quantitative research, and sociological practice does not meet the

documented need for junior faculty in these areas (Spalter-Roth, Scelza, and Jacobs 2011; and see section E1).

Our proposed Graduate Certificate Program in Survey Research in collaboration with UMass Boston's Center for Survey Research highlights the strong demand for advanced training in survey research (Schutt and Colten 2011). For example, the Bureau of Labor projects that the number of persons employed in survey research and the closely related field of market research will grow by about 30% by 2018--creating about 7,100 more survey research and 70,000 market research jobs than existed in 2008 and considerable demand for graduate-level skills (Bureau of Labor Statistics 2011). Courses in the Graduate Certificate Program will be part of the required and elective methods courses in our PhD program and we anticipate that some of the survey research certificate students will become sociology PhD students. We know that potential PhD students throughout the world will be attracted to our program because of the specialized training and practical experience it will offer in survey research.

2. For undergraduate programs only - With what, if any, other institutions have articulation agreements been arranged for this program? (attach agreements) **NA**

3. How will the proposed new academic program broaden participation and completion at the institution by underrepresented and underserved groups?

Sociology is the social science discipline with the highest proportion of African Americans among Bachelor's degree recipients—one African American to every four white graduates in 2004—a record that is also reflected in our diverse pool of undergraduate majors at UMass Boston. This record of diversity has been maintained nationally at the graduate level, with a one to four ratio of African American to white sociology Master's degree recipients in 2004 (Spalter-Roth and Erskine 2007). Although the ratio of African American to white graduates decreases at the doctoral level to one in nine (in 2004), this ratio has been improving at the doctoral level as it has been at the MA level. Overall, 20% of doctorates in sociology in 2004 were awarded to members of racial or ethnic minority groups, a higher percentage than among the other behavioral and social science disciplines (and much higher in terms of African American doctorates).

The doctoral program will increase our ability to attract even more members of underrepresented groups in the United States into advanced careers in sociology. One of our sources of recruits for the program will be our large and very diverse pool of undergraduate majors. We will also encourage students to apply to the American Sociological Association's Minority Fellowship Program, which is funded by the National Science Foundation to provide financial and career support for members of under-represented minority groups in doctoral programs. Our department's history as the home of the founder of the Association of Black Sociologists (Dr. James E. Blackwell) and of the current editor of the ABS's newsletter (Dr. Philip Kretsedemas) will help to ensure that our department provides a supportive environment to minority students. We also include within our diverse department faculty from South Asia, China, the Caribbean and Latin America, all of whom will help to ensure a welcoming environment for doctoral students from underrepresented and underserved groups.

C. Overview of Proposed Program

1. Context. Describe the program's development, as well as its proposed administrative and operational organizational structure.

The PhD Program in Sociology has been developed on the foundation of 25 years of departmental experience with our very successful Master's-level Graduate Program in Applied Sociology (GPAS). Faculty have gained experience through the GPAS in graduate student recruitment, mentoring graduate students, matching students with internship opportunities, adapting a graduate curriculum to better serve students, leading research projects with graduate students, administering comprehensive exams and supervising MA theses, teaching about teaching and supervising teaching assistants. We have also developed through our program valuable connections to potential employers of applied sociologists (some of whom are now our own GPAS alumni/ae), ongoing relationships with agencies and other entities that sponsor applied research projects, and experience with developing a program advisory board. The knowledge we have gained from these experiences is reflected throughout our PhD program proposal.

The Department of Sociology decided collectively to develop a doctoral program proposal in the Fall 2010. Since that decision, the department's Graduate Committee has had primary responsibility for program development, aided by the sustained efforts of the MA Graduate Program Director (Stephanie Hartwell, with Reef Youngreen assisting as acting GPD while Dr. Hartwell was on sabbatical leave in the Fall 2011) and Department Chairperson Russell Schutt. Professors Hartwell and Schutt then refined the department's Stage I PhD Proposal after consultation with CLA Dean Emily McDermott, former CLA Dean Kuizenga, and former Graduate Dean Joan Liem.

After submission of the Stage I proposal, work on program development was extended to the entire faculty. Several department meetings were devoted in part to discussion of refining the goals and structure of the doctoral program, with a special meeting for this purpose in July 2011. Deans Liem and Kuizenga attended a department faculty meeting in the spring, 2011 to review program development steps and to answer questions about our plans, while Provost Langley spoke to a department meeting in the fall of 2011 for much the same reasons. Plans for our areas of concentration in the doctoral program were developed in separate meetings of faculty with expertise in the areas of criminology, health and health care, and immigration and globalization. Some faculty also met to help to refine plans for the core courses to be required.

We have also enriched our graduate program options with a Graduate Certificate Program in Survey Research (currently scheduled for Faculty Council approval in March 2012). This Certificate Program was developed with UMass Boston's Center for Survey Research and will make available to our graduate students at both the MA and PhD levels advanced courses in survey research methods and opportunities to work with highly expert survey researchers on important professional survey projects.

Our MA graduate program director will expand her portfolio to include management of our doctoral program, in consultation with our graduate committee. This structure has worked well for the administration of our MA program, but it will be expanded for the doctoral program by

increasing the position of GPD from a one-third to a two-thirds time commitment and by increasing the size of the graduate committee. The graduate committee meets monthly, or more often if necessary, and its members also review applicants and discuss issues as needed. As with other graduate programs on campus, the Sociology GPD will report jointly to the Dean of Graduate Studies and to the Chair of Sociology (and thereby to the CLA collegiate dean).

We will also form an advisory board composed of sociologists and those in allied fields. The advisory board will include representatives of key collaborating units on campus—the Center for Survey Research, Public Policy, Gerontology, Nursing and Health Sciences, and Psychology; leaders of the partnerships described below—at Harvard Medical School, the University of Massachusetts Medical School, Hannover Medical School (Germany), the University of Massachusetts Lowell Criminal Justice PhD Program, Salem State University; and representatives of external agencies or organizations that are involved in research and/or training efforts with the Department of Sociology or that employ or MA alumni/ae (including Abt Associates, Department of Mental Health, Department of Public Health, Department of Probation, Department of Corrections, Boston Public Health Commission, and the Veterans Administration). The external advisory board will meet once each semester.

2. Description. What is the intent /purpose of the program? What knowledge and skills will students acquire? For what careers will graduates be prepared?

Humans are a social species and so thrive in proportion to the quality of their social relations. Yet as fundamental as social relations are to human well-being, the human capacity to maintain supportive social relations has been strained over the millennia by the increasing size and complexity of human society, from small groups reliant on face-to-face relations to massive urban populations with global interconnections. This is the fundamental challenge on which the founders of the discipline of sociology focused a century ago, as industrialization and urbanization wrought fundamental changes in the patterning of human social relations. Sociological scholarship since that time has added to understanding of the progress and problems of human society by charting the development of systems of social stratification and their consequences for human well-being, exploring the causes and consequences of patterns of ethnic relations, identifying the role of gender in shaping the life course, the importance of culture in maintaining social cohesion, the social sources of crime and illness, and much else.

Human societies are again in a state of rapid change, as technological developments have created new means for maintaining social connections and as those connections increasingly must be understood in a global context. The discipline of sociology itself has influenced these changes, in ways that range from charting patterns of inequality and attitudes about immigration to testing the impact of policing strategies on crime and the role of neighborhoods in shaping health.

Our doctoral program includes a set of core courses that provide the background in sociological theory and research methods required for understanding and investigating the social world. Some students may further increase their methodological expertise by completing the requirements for our Graduate Certificate in Survey Research. In addition, the program will require concentration in one of three substantive areas: (1) health, mental health and health care; (2) crime; or (3) immigration/global studies—and thereby ensure extensive experience in the application of sociological theories and methods to the study of a specific social issue. Our PhD

recipients will be prepared by these requirements for both academic and applied positions, with the latter typically involving leadership of research projects in public and private agencies and organizations or direction of program operations or policy development in such settings.

3. Curriculum, Requirements. Provide a complete description of the curriculum. Attach curriculum outline (see page 5) and course syllabi. Describe procedures and arrangements for independent work, internship or clinical placement arrangements, if applicable. Describe role and membership of external advisory committee, if any.

This section begins with a list of all courses in the entire graduate curriculum, which integrates existing MA courses and newly proposed PhD courses. This outline is followed by sections that provide additional details about our three areas of concentration in the doctoral program (the survey research program is described elsewhere in this proposal). These sections describe the focus of the concentrations, the organizations with which program faculty already have collaborative relationships, and the planned curriculum.

a. Core in Sociology

PhD program requirements are built on the foundation of our 36-credit MA program. All PhD students will be required to satisfy the MA requirements either within our program or through equivalent coursework taken elsewhere that is approved for equivalence prior to program entry. Although we will admit some students for the PhD program immediately after completion of the baccalaureate degree, they will have to complete the MA requirements and pass a comprehensive exam in order to continue their studies at the doctoral level.

The PhD requirements include two theory courses beyond the Classical Theory course required at the MA level, one in Contemporary Theory and another with considerable theoretical content (Theories of Globalization, Complex Organizations) and two research methods courses beyond the two required at the MA level (Methods I: Research Design and Methods of Data Collection and Methods II: Quantitative Data Analysis): Advanced Quantitative Analysis and another methods course (Qualitative Methods, Evaluation Research, or Survey Methodology). Students who are admitted to the PhD Program after completion of an MA will be given credit for graduate theory and methods courses that are judged equivalent to those accepted for this purpose at either the MA or PhD level in our program.

In addition to this core, PhD students will concentrate in one of the three substantive areas below.

PhD course requirements – 72 credits (36 MA credits + 36 PhD credits)

Master's degree requirements (for students admitted for the PhD):

Required core courses (12 credits):

Soc 600 – Foundations of Applied Sociology

Soc 605 - Classical Sociological Theory

Soc 650 – Methods of Research I

Soc 651 – Methods of Research II

Choose 1 additional Theory course (3 credits) from:

- Soc 601 – Complex Organizations
- Soc 620 – Social Problems/Inequalities
- Soc 642 – Contemporary Social Policy

Choose 4 Electives (12 credits)

- Soc 604 – Theories of Globalization
- Soc 606 – Semiotics and Cultural Analysis
- Soc 609L – Qualitative Methods and Field Research
- Soc 610 – Teaching Sociology
- Soc 618 - Psychiatric Epidemiology and Forensic Services
- Soc 621 – Social Psychiatry
- Soc 623 – Alcohol, Drugs, & Crime
- Soc 630 – Applied Social Psychology
- Soc 641 – Social Policy I
- Soc 643 – Immigration Policy: Global and North American Perspectives
- Soc 644 – Gender, Ethnicity and Migration
- Soc 645 – Sociology of Migration
- Soc 655 – Evaluation Research
- Soc 660 – Introduction to Survey Methodology
- Soc 661 – Measurement: Question Design and Evaluation
- Soc 662 – Sampling and Inferential Statistics
- Soc 667 – Sociology of Law
- Soc 668 – The Life Course Paradigm
- Soc 681 – Health Care Policy
- Soc 682 – Sociology of Health and Illness
- Soc 690 – Nature of Crime
- Soc 691 – Responding to Crime
- Soc 692 – Communities and Crime
- Soc 667 – Sociology of Law
- Soc 623 – Alcohol, Drugs, & Crime
- Soc 622 – Comparative Deviance
- Soc 696 – Independent Study
- Soc 697 – Special Topics

Internship (3 credits):

- Soc 698 – Field Work

Capstone Requirement (6 credits):

- Soc 695: Master’s Research Paper Seminar

PhD requirements

Courses taken to fulfill MA requirements may not be counted towards completion of the additional PhD program requirements.

MA students must take the comprehensive exam and receive a passing grade in order to continue in the PhD Program.

Required Courses (12 credits):

Soc 607 - Contemporary Sociological Theory

Soc 652 – Advanced Quantitative Data Analysis

Soc 609L – Qualitative Methods and Field Research*

** If this course was taken to fulfill MA requirements, then an additional methods course is required*

One additional course emphasizing theory:*

Soc 601 – Complex Organizations

Soc 620 – Social Problems/Inequalities

Soc 604 – Theories of Globalization

Soc 606 – Semiotics and Cultural Analysis

Soc 682 – Sociology of Health and Illness

Soc 690 – Nature of Crime

*Courses taken to meet concentration requirements cannot be used also to satisfy the theory requirement.

2 courses from a substantive concentration (6 credits):

Medical Sociology Concentration:

Soc 618 – Psychiatric Epidemiology and Forensic Services

Soc 621 – Social Psychiatry

Soc 623 – Alcohol, Drugs, & Crime

Soc 681 – Health Care Policy

Soc 682 – Sociology of Health and Illness (Required Course)

Soc 683 – Socio-Medical Aspects of Aging

Communities and Crime Concentration:

Soc 690 – Nature of Crime

Soc 691 – Responding to Crime

Soc 692 – Communities and Crime (Required Course)

Soc 667 – Sociology of Law

Soc 623 – Alcohol, Drugs, & Crime

Soc 622 – Comparative Deviance

Migration/Globalization Concentration:

Soc 643 – Immigration Policy: Global and North American Perspectives

Soc 644 – Gender, Ethnicity and Migration

Soc 645 – Sociology of Migration (Required Course)

Soc 604 – Theories of Globalization

Elective Courses (select 1) (3 credits)*

Soc 600 – Foundations

Soc 601 – Complex Orgs
Soc 620 – Social Problems/Inequalities
Soc 668 – The Life Course Paradigm
Soc 630 – Applied Social Psychology
Soc 641 – Social Policy I
Soc 642 – Contemporary Social Policy
Soc 655 – Evaluation Research
Soc 610 – Teaching Sociology
Soc 660 – Introduction to Survey Methodology
Soc 661 – Measurement: Question Design and Evaluation
Soc 662 – Sampling and Inferential Statistics
*All courses outside of a student’s concentration and required courses may be electives.

A special area exam must be successfully passed before enrolling in the Dissertation Seminar and advancing to candidacy.

Soc 897 – Dissertation seminar (3 credits)
Soc 899 – Dissertation (12 credits)

Total credits: 72

Course as well as examination and dissertation requirements in three areas of concentration will ensure intensive exposure to substantive research in sociology. These three areas delineated in the PhD coursework section above—Medical Sociology (health), Communities and Crime (crime), and Migration and Globalization (immigration)—are described next.

b. Concentration in Sociology of Health, Mental Health and Healthcare Services

Sociology of Health, Mental Health and Healthcare Services reflects the research interests of both the individual medical sociology faculty and the sociology department as a whole. Faculty members focus on health, mental health and disabilities in community and institutional contexts. Through evaluation and research projects on services, disparities, and social supports, medical sociologists at UMass Boston consider applied policy implications across a spectrum ranging from individuals, families, and vulnerable groups, to social service agencies and other organizations. These interests overlap with departmental strengths in methods, criminal justice and immigration and in our current Masters program in Applied Sociology. Our focus on policy implications in these realms supports UMass Boston’s mission and commitment to urban and public service engagement with the city, Commonwealth, nation and world.

Key Faculty and their Research Collaborators

Paul Benson: Center for Social Development and Education, UMass Boston; Massachusetts Department of Primary and Secondary Education; Massachusetts Department of Developmental Services; Federation for Children with Special Needs, Boston, MA.

Stephanie Hartwell: Massachusetts Department of Mental Health; Bureau of Substance Abuse Services, Massachusetts Department of Public Health; Massachusetts Department of Youth

Services; Massachusetts Department of Correction; Bedford VA; Center for Mental Health Services Research, Department of Psychiatry, UMass Medical School.

Megan Klein Hattori (fall, 2012): Brown University.

Russell Schutt: Massachusetts Mental Health Center, Department of Psychiatry, Beth Israel Deaconess Medical Center, Harvard Medical School; Dana Farber/Harvard Cancer Center; Massachusetts Department of Public Health; Edith Nourse Rogers Memorial Veterans Administration Medical Center.

UMB Institutional Connections

Center for Survey Research; Institute for Community Inclusion; Center for Social Development and Education; Gerontology PhD Program; Public Policy PhD Program; College of Nursing and Health Sciences; Department of Psychology; Salem State University (Department of Sociology and Masters in Social Work Program).

Curriculum

We will maintain existing graduate courses in health, mental health and illness, aging, and drugs and alcohol, as mixed MA/PhD courses. These include Psychiatric Epidemiology (the content of this course will be broadened to include social epidemiological issues related to both physical and mental health), Social Psychiatry, Alcohol, Drugs, and Crime (which will be also be utilized as part of the concentration in Crime and Communities), Health Care Policy, Sociology of Health and Illness (which will focus on social psychological aspects of health and health care, including stress, coping, and social support), and Socio-Medical Aspects of Aging (social gerontology).

UMB Professor of Psychology Paul Nestor, who helped to develop our Graduate Certificate Program in Forensic Services, will help to guide students with interests that extend into the area of psychology and forensic services. Students in this concentration will also be invited to work in research and in dissertation projects with faculty affiliated with the program at Salem State University in Sociology (Yvonne Vissing) and in Social Work (Christopher Hudson).

c. Concentration in Communities and Crime

Communities and Crime encompasses the research interests of both the individual criminal justice faculty and the sociology department as a whole. Faculty members focus on the role of place in understanding criminal offending, the consequences of offending, and formal and informal responses to it. We consider community, both at the micro level (individuals within neighborhoods) and at the macro level (city, regional, and national variation and influences). This focus overlaps with other departmental foci on globalization, public health, and research methods as well as the individual research concentrations of faculty in such topics as homelessness, mental illness, race and ethnic relations, and immigration. A focus on community also furthers the mission of University of Massachusetts Boston, including urban engagement concerning crime and public safety that are important to the communities that we serve.

Key Faculty and their Research Collaborators

Bianca Bersani: Center on Terrorism, University of Maryland

Xiaogang Deng: Boston Police Department; Massachusetts Department of Parole

Stephanie Hartwell: Massachusetts Department of Mental Health; Bureau of Substance Abuse Services, Massachusetts Department of Public Health; Massachusetts Department of Youth Services; Massachusetts Department of Correction; Center for Mental Health Services Research, Department of Psychiatry, UMass Medical School; Hampden County House of Correction

Andrea Leverentz: Suffolk County House of Correction; The Trotter Institute, UMass Boston

Russell Schutt: Massachusetts Department of Probation

Heather Zaykowski: Veterans Administration

Curriculum

We propose to maintain our existing crime-related graduate courses as mixed MA/PhD courses: Classic and Contemporary Views of the Nature of Crime; Contemporary Issues in the Responses to Crime; Sociology of Law; and Alcohol, Drugs & Crime. These courses provide a foundation for understanding the relationship between crime and communities.

To strengthen the PhD curriculum, we will add two new courses to our graduate curriculum:

Communities and Crime: This proseminar would set the foundation for the core focus of the concentration. We plan to begin with the preeminent work of urban sociologists such as Shaw and McKay and proceed through more modern criminological works by scholars such as Bursik and Grasmick, Sampson and colleagues, and Skogan among other scholars. This class will also provide the opportunity for students to learn about the different interests of our faculty members.

Life Course: This course is designed to provide an in-depth examination of the life course paradigm including its theoretical underpinnings and empirical applications in the area of criminology. The life course paradigm brings attention to 3 key themes: the importance of studying development across all stages of the life course – childhood, adolescence, and adulthood; the intersection of human lives and social structure; and the importance of socio-historical contextual influences on life course trajectories. Although the foundations of a life-course approach to studying human development emerged nearly a century ago, this approach has gained new prominence in the social sciences within the last 30 years with some arguing that a Life Course approach should become the organizing paradigm for the future. The life course paradigm is interdisciplinary and so this class will be open to students in the other areas of concentration, although the specific emphasis in this class will be on investigating offending over the life course.

Students in this concentration will also be invited to work in research and in dissertation projects with faculty in the PhD Program in Criminal Justice at the University of Massachusetts Lowell, as well as to take up to two courses in that program to satisfy their concentration requirements.

d. Concentration in Immigration / Globalization

The Immigration / Globalization Concentration synthesizes themes in the interests of department faculty who are producing research and theory in the areas of migration and globalization

studies. The substantive focus of this concentration is on theorizing and researching migration as a global phenomenon. Students will be encouraged to explore points of intersection between migration and globalization studies—considering how migrant identities, the structure of migrant flows and immigration policy debates relate to broader themes within globalization studies. The themes of this concentration also connect with other foci in the Sociology Department and across the University (including globalization and human security, culture, gender and post-national identities, global health, global paradigms of human rights or transnational patterns in migrant incarceration and migrant crime).

The research interests of the faculty in this concentration are global/transnational, national and community-oriented (focusing on Boston and Massachusetts migrant populations). This research is oriented toward examining the dynamics of migrant incorporation into the host society, explaining the gendered, political and socio-economic dimensions of migration as a global phenomenon and situating North American migration and policy trends in a global context. PhD candidates will be able to develop a research focus that incorporates any combination of these approaches and which prepares them for addressing practical questions concerning migrant rights, migration policy or settlement/ incorporation at the community, national or transnational level.

The research interests of all faculty in this concentration are firmly grounded in classical and contemporary social theory. This theoretical focus is critical for helping PhD candidates to conceptualize migration as a global phenomenon and for engaging cutting edge issues in migration and globalization studies. Hence, all of the course offerings in this concentration contain a theoretical grounding that resonates with the theory requirements in the core curriculum of the Sociology PhD program.

Key Faculty

Bianca Bersani, Jorge Capetillo-Ponce, Glenn Jacobs, Philip Kretsedemas, Cinzia Solari, Lakshmi Srinivas, Mohammed Tamdgidi

Curriculum

All PhD candidates who select this concentration will be required to take a survey course that reviews key themes in migration studies (Sociology of Migration). Electives in this concentration will give students an opportunity to further develop their specialization in theory, policy or research as it pertains to migration and/or globalization studies: Gender, Ethnicity and Migration, Immigration Policy: Global and North American Perspectives, Theories of Globalization.

The appeal and value of our curriculum will be strengthened considerably by special collaborations that reflect faculty engagements with institutions both within and outside of the UMass system.

e. Sociology and Survey Research

The Department of Sociology and the Center for Survey Research have designed a new graduate

certificate program in survey research and evaluation. The Graduate Certificate Program in Survey Research will be housed in the Department of Sociology, College of Liberal Arts, and will constitute a concentration in the MA Program in Applied Sociology as well as in the Sociology PhD Program. It is also designed to serve as a freestanding post-baccalaureate certificate and set of courses that will be offered to graduate students across the University and students and practitioners throughout the Boston area who seek high quality training in the best survey and evaluation practices.

Some courses will be offered online, during the summer, and on weekends to meet the needs of employed matriculated students and non-matriculated students, as well as graduate students in other UMB graduate programs (e.g. nursing, clinical psych, public policy, gerontology, applied economics) who seek to improve their expertise in survey research. The online and summer offerings will also allow enrollment of students from other locations around the world, and all courses will be open to UMass Boston graduate students outside of Sociology.

Key Faculty

Lois Biener (CSR), Philip Brenner (Sociology & CSR), Floyd Jack Fowler (CSR), Anthony Roman (CSR), Russell Schutt (Sociology).

Curriculum

Students seeking to complete the Graduate Certificate in Survey Research must complete four core courses (Soc. 660: Survey Design, Soc. 661: Survey Measurement, Soc. 662: Survey Sampling, and Soc. 651: Quantitative Data Analysis) and one 3-credit elective from a designated list (Soc. 655: Evaluation Research, Soc. 658: Theory and Practice of Interviewing; others to be proposed).

f. McCormack Graduate School of Policy and Global Studies

The applied focus of many of our faculty members and graduate courses means that we often pay special attention to policy matters within various issue areas. As a result, we have natural connections and a certain degree of overlap with many of the conceptual approaches and methods used in fields such as public policy and gerontology. We have been actively discussing the nature of increased connections between our respective PhD programs with faculty in the UMass Boston Public Policy PhD Program and the Gerontology PhD Program.

We have identified several courses for cross-listing, including PPOL-745 Advanced Quantitative Methods and PPOL-746 GIS for Public Policy, PPOL-609L Qualitative Methods and Field Research (already crosslisted). We have also received permission to make particular courses available to be taken as electives by our graduate students that could complement our own course offerings (PPOL-743 Social Welfare Policy, PPOL-747 Law & Public Policy, PPOL-748 Topics Health Policy, PPOL-751 Public Policy Challenges Facing Urban Nonprofit Organizations, and PPOL-752 Public Policy, Organizations, and Social Change). In terms of both substantive and methods courses we expect that access to these courses will enhance the range of course options for our graduate students. We expect this will be particularly useful as students work on their dissertations and are able to pursue the unique combination of courses that support their specific projects.

In addition, we have discussed ways to facilitate increased cross-department participation on dissertation committees. While rare, we already have faculty in our department who are sitting, or have sat, on Public Policy dissertation committees. As we enter that phase of our program in coming years, we expect there to be increasing interaction between our departments at the level of dissertation committees.

Affiliated Core Faculty

Jeffery Burr (Gerontology), Michael Johnson (Public Policy), Heather MacEndoe (Public Policy), Jan Mutchler (Gerontology).

g. Mental Health and Services Research Partnership

The Departments of Psychiatry at the University of Massachusetts Medical School / UMass Memorial Health Care and at the BIDMC/Massachusetts Mental Health Center (MMHC) of the Harvard Medical School both have faculty who are at the forefront of research about mental illness; they both host research centers that are funded in part by the Massachusetts Department of Mental Health; they both are engaged in research projects that extend nationally and internationally; and they both have long-standing collaborations with faculty in the Department of Sociology at the University of Massachusetts Boston. The UMB Department of Sociology seeks to expand its partnership with these two groups to attract potential students to our proposed PhD Program, to enhance the research and training experiences available to our doctoral students who are interested in medical sociology, and to maximize the career options for our PhD recipients.

The Department of Psychiatry at the UMass Medical School / UMass Memorial Health Care (with Douglas Ziedonis, MD, MPH, as Chair) includes over 300 faculty who provide excellence in research, teaching, clinical services, and community-based activities. There are many opportunities for participating in the ongoing training activities at the UMass Worcester Campus and related sites throughout Central Massachusetts. There is a core group of about 50 faculty members who are outstanding in health services research on a range of many topics and approaches for all types of psychiatric disorders and age groups. This group of researchers is included in the UMass Center for Mental Health Services Research, UMass Center of Excellence in Addictions, UMass Depression Center (part of the National Network of Depression Centers), the Shriver Center for Neurodevelopmental Disorders, and the Veteran's Affairs Homelessness Center at the Bedford VA. In addition, the UMass Department of Psychiatry has research in other important areas that inform mental health and health services research, including Child and Adolescent Neuro-Development Initiative, Brudnick Neuropsychiatric Institute (BNRI – genetics focus), and the Center for Comparative Neuroimaging (CCNI). In the last fiscal year faculty in the UMass Department of Psychiatry received about 50 new grants for a total of about \$12.33 million in new extramural research funding. The Center for Mental Health Services Research receives some core research grant support from the DMH, and receives the majority of its support from a range of extramural funding sources, including 13 new grants for a total of \$2.35 million new extramural research dollars. Of note, the total Departmental faculty research

funding is about \$29.8 million.

UMass Department of Psychiatry faculty whose interests are most relevant to the Sociology doctoral program include the following members of the Center for Mental Health Services: Charles Lidz, PhD, William Fisher, PhD, Rosalie Torres, PhD, Maryann Davis, PhD, Douglas Ziedonis, MD, David Smelson, PhD (health services and addictions); Lisa Fortuna, PhD, Marsha Ellison, PhD (Psychosocial Rehabilitation), and Sun Kim, PhD (inequality and immigration). Their work includes Transitional Age Youth, in which another prominent UMass Psychiatry faculty member with an Endowed Chair (Jean Frazier, MD) and Maryann Davis who currently collaborates with UMB faculty. Of note, Debra A. Pinals, MD is a faculty member in the UMass Department of Psychiatry and is prominent in Forensic Health Services research issues, and she is also the Deputy Commissioner of Forensic Services for the Massachusetts Department of Mental Health. Together with Drs. Fulwiler, Smelson, and Hartwell, Dr. Pinals spearheaded an interagency collaborative that has resulted in numerous evaluation and applied research opportunities for both faculty and graduate students at UMB and UMass Medical School. Dr. Pinals currently is mentoring a UMB Applied Sociology intern who is supporting Dr. Hartwell's evaluation of the Plymouth Mental Health Court. There are numerous other faculty, training activities, and clinical sites that may be very relevant for some of the prospective students in this proposed program.

There are already faculty partnerships with the UMass Department of Psychiatry, including UMB Sociology's Professor Stephanie Hartwell who also has a faculty appointment in the Department of Psychiatry at the UMass Medical School. She has outstanding relationships with many key faculty, including Drs. Smelson, Fulwiler, and Ziedonis. She has both led and collaborated on research projects with UMMS faculty for the last decade, including an NIMH-funded project on mental health and prisoner re-entry, an American Sociological Association-funded community action research initiative on family members of homicide victims, and as the evaluator on two SAMHSA/Center for Mental Health Services-funded studies on (1) veteran jail diversion and (2) a support program for female medium- and high-risk offenders.

The **Massachusetts Mental Health Center** faculty comprises the Public Psychiatry Division of the Department of Psychiatry at the Beth Israel Deaconess Medical Center (Matcheri Keshavan, MD, Vice Chair for Public Psychiatry), Harvard Medical School and includes within it the DMH-supported Commonwealth Research Center (CRC), a DMH Center of Excellence in Clinical Neuroscience and Psychopharmacology, directed by Larry J. Seidman, PhD (Vice Chair for Research). Faculty in this unit and collaborating Harvard researchers received \$6,174,905 in extramural research funding in the last fiscal year, in addition to \$1,029,386 in total commitments for research projects from the Department of Mental Health. UMB Sociology's Professor Russell K. Schutt has collaborated on research projects with MMHC faculty since 1990, with an appointment as a Lecturer in Sociology in the Department of Psychiatry at the Harvard Medical School, and currently is principal investigator for a pilot study of cognitive remediation in group homes that is to support a large grant application to NIMH by Drs. Schutt, Seidman and Keshavan. MMHC psychiatry faculty whose interests are most relevant to the Sociology doctoral program are Larry J. Seidman, PhD and Matcheri S. Keshavan, MD. There are 11 additional junior faculty (instructors and assistant professors) under their leadership. The CRC is currently searching for a new faculty member with expertise in research on disparities in mental health care and that faculty member is also expected to join the partnership with UMB's

sociology doctoral program.

Goals and Objectives

The goals of the Mental Health and Services Research Partnership are to improve understanding of the bases of mental illness and to strengthen programs designed to treat mental illness and support mental health. Specific objectives are: (1) to engage graduate students in the PhD program in major funded research projects; (2) to bring to the UMB PhD program in Sociology the expertise of leading mental health researchers at the University of Massachusetts Medical School and the Harvard Medical School; (3) to enhance the funded research programs at all the participating institutions; (4) to improve training in mental health and mental health services; (5) to contribute to public discussion and policy formulation concerning mental health and mental health services, both nationally and internationally.

Activities

Faculty collaborators in the partnership will enrich both teaching and research opportunities for doctoral students. Activities will be coordinated by the PhD Sociology Program Advisory Board, which will include as members the partnership leaders at UMass Worcester and the Harvard Medical School. Selected partnership faculty will be appointed as Faculty Fellows in the UMB PhD program in Sociology.

Teaching: Selected courses at UMass Worcester, such as Medical Ethics and Health Disparities, will be open to enrollment of Sociology PhD students and will be treated as electives within the medical sociology concentration. Ongoing weekly research group seminars, grand rounds, and workshops will also be open to PhD students with the permission of the group leader and contingent on student enrollment for independent study credit at the UMass Boston campus with a designated program faculty supervisor. Joint courses may also be offered by Sociology faculty in collaboration with partnership faculty or with distance learning technologies. Professor Hartwell's graduate course in *Alcohol, Drugs and Crime* has already been offered with point-to-point distance learning technology (at UMass Lowell). Professor Schutt will co-develop with Professor Nestor (UMB Psychology) a team-taught interdisciplinary course, *Connecting the Social Brain to the Social World*, based on the successful international seminar he recently co- led with Drs. Seidman and Keshavan at Harvard's Radcliffe Institute. Drs. Seidman and Keshavan will teach units within this course. Pro Seminars led by Drs. Seidman and Keshavan on Psychotic Disorders will be available to students upon consent of the leaders. Partnership faculty will also be available to serve as members of sociology doctoral committees, as appropriate to their interests and availability. Additionally, the medical schools will share information about lecture series colloquia open to UMB doctoral candidates.

Research: Each year, the two partnership institutions will each host at least one sociology doctoral student who will provide research assistant type-work on a research project at that institution. If the research grant has funding for a doctoral level student in the budget of the funded research project and the work / hours are a match, and the graduate student is judged most qualified after a review of qualified applicants, the RA will be paid by the project grant, but in most cases this student will be paid by UMass Boston. The host institution's faculty would provide the needed mentoring and supervision for the work on the project. In addition, each year

the partnership institutions will identify the current or expected funded research assistant positions that may be available to UMB Sociology PhD students by competitive application, as well as opportunities for doctoral students to work as volunteer interns and to develop dissertation projects in collaboration with partnership faculty. All UMB Sociology PhD students working on research projects at the partnership institutions will have a UMB faculty sponsor who will be kept informed by the partnership PI of project activities and who will be included in the project to the extent that it is reasonable and feasible in terms of the grant requirements. The partnership will maintain an annotated list of current faculty and their interests and all funded research projects in order to facilitate student involvement in projects and to encourage cross-institutional faculty grant proposals. Particular attention will be given to opportunities to develop survey research projects in collaboration with the UMass Boston Center for Survey Research and the Graduate Certificate Program in Survey Research that CSR co-directs with the UMass Boston Department of Sociology. Current potential topics for collaborative survey research projects with the MMHC and UMass Worcester partnership faculty include barriers to care in early psychosis treatment, stigma, and cultural variation in treatment orientation. Many other topics are possible as described previously.

Public Service: The partnership will host a regular research day conference on applied research in mental health and mental health services that will highlight discoveries by participating faculty and graduate students. The conference will include a keynote address by a leading scholar, panels with faculty from the participating institutions and their collaborators, and discussants who are leaders in policy development and program management. The research of doctoral students will be showcased in a poster session. UMB Sociology faculty and doctoral students will be included in other public colloquia and conferences sponsored by the partnership institutions when it would strengthen the program.

Faculty Fellows

Matcheri S. Keshavan, M.D., is the Stanley Cobb Professor of Psychiatry, Harvard Medical School and Vice Chair of Psychiatry at the Beth Israel Deaconess Medical Center, as well as Professor in the Department of Psychiatry and Behavioral Neuroscience, Wayne State University (part-time since 2008). His honors include Fellow, Royal College of Psychiatrists (UK) (2007), Distinguished Fellow- American Psychiatric Association (2004), and NAMI Pennsylvania, Psychiatrist of the Year Award (2003). He has authored or coauthored 245 peer reviewed articles and has received numerous major research grants pertaining to the neurobiological basis of schizophrenia and related cognitive deficits and the value of early intervention to address these deficits.

Larry J. Seidman, PhD, a clinical psychologist and neuropsychologist, is Professor of Psychology in the Department of Psychiatry at Harvard Medical School, at the MMHC Public Psychiatry Division of the Beth Israel Deaconess Medical Center, and at Massachusetts General Hospital (MGH). He is Director of the Commonwealth Research Center. He has authored over 268 peer reviewed papers and more than 33 book chapters, reviews and other resources for education and is principal investigator and co-investigator on multiple National Institute of Mental Health grants concerning schizophrenia, neurocognition, bipolar disorder, ADHD and adolescent development.

Dr. Maryann Davis is an internationally recognized expert on services for transition age youth and young adults with serious mental health conditions. Her focus is on improving treatments and services for this population that help support the development of adult role functioning during the transition from adolescence to mature adulthood. She has examined the ways in which policies and practices support or impeded the healthy development of this unique age group. Dr. Davis' work also emphasizes the development of evidence-based interventions that improve this population's transition into adulthood, including facilitation of mental health and related treatment, and interventions that reduce criminal behavior and substance abuse while supporting the successful completion of education and training, and movement into mature work lives.

Dr. William H. Fisher, Ph.D., is Professor in the Department of Criminology and Criminal Justice at the University of Massachusetts Lowell and an adjunct Professor of Psychiatry in the Department of Psychiatry at the University of Massachusetts Medical School (UMMS). He is also Adjunct Professor of Epidemiology and Biostatistics at the University Massachusetts School of Public Health in Amherst. His major research interests include research on systems involved with severely mentally ill adults; mental health policy and law; the interface of the criminal justice and mental health systems; social deviance and social control; statistical analysis and research methodology; and social epidemiology of mental disorders.

Carl E. Fulwiler, M.D., Ph.D., is the Acting Director and Associate Director of the Center for Mental Health Services Research in the Department of Psychiatry at the University of Massachusetts Medical School. Dr. Fulwiler is trained in Psychiatry and Neuroscience with a clinical and research portfolio that spans from health services and recovery oriented approaches to basic neuroscience. Much of his work to date has focused on forensic populations and co-occurring mental health and addictions. He is an Assistant Professor of Psychiatry and the acting Director of the Center for Mental Health Services Research. Dr. Fulwiler is also the Director of the Mental Health Agency Research Network and Director of Clinical Neuroscience at Lemuel Shattuck Hospital, one of the principal UMass Affiliates.

Charles W. Lidz, Ph.D., is Research Professor of Psychiatry at the University of Massachusetts Medical School. He has a long history of empirical research on bioethical issues. This began with the first NIH funded study on informed consent in the 1980s and has continued with multiple projects and publications. His current research concerns decision-making in institutional review boards (IRBs) and their role in regulating research. He is also working on his NIH Challenge grant to study the blurring of the boundaries between research and clinical care in clinical trials.

Debra Pinals, M.D. Director of Forensic Education and Deputy Commissioner of Forensic Services and acting Medical Director Massachusetts Department of Mental Health. Interests: Treatment of violence in the mentally ill, legal regulation of psychiatry, the interface of mental illness and the criminal justice system, mental health education for law enforcement, cross cultural issues in forensic psychiatry.

David Smelson, Psy.D. is Professor of Psychiatry and Vice Chair of Clinical Research in the Department of Psychiatry of the University of Massachusetts Medical School. Dr. Smelson is also the Director of Translational research of the Edith Nourse Rogers Memorial Veterans Hospital. He is the Director of Dual Diagnosis for the Veterans Affairs New England Health

Care System (Network 1) and a member of the VA Mental Health QUERI. He is the Chair of the VA Mental Health QUERI Dual Diagnosis Workgroup and a Co-Chair of VA/DOD Dual Diagnosis Clinical Practice Guidelines

Douglas Ziedonis, MD, MPH is a Professor and Chair of the Department of Psychiatry at the University of Massachusetts Medical School and UMass Memorial Health Care System. His research and clinical career has focused on co-occurring mental illness and addiction, with a focus on recovery and organizational change. For 20 years he has been supported by NIH funding, including his own NIH Career Award 5 year Grant (K Award) on Drug Abuse and Psychiatric Comorbidities. He has had extensive other NIH funding (including 3 R01s in the area of behavioral therapy development), global research grant / projects, VA Health Care, SAMHSA, Legacy Foundation, various state agencies (DMH / DPH), and other Foundations. His organizational change research includes integrating addiction treatment into mental health settings and integrating wellness / tobacco addiction in mental health and addiction settings. He has done many clinical trials and health services research projects. He has won mentor of the year awards at Robert Wood Johnson Medical School and UMass Medical School. He has mentored many faculty, including over 20 NIH or VA Research Career Awards (NIH Primary Mentor to 6 faculty and secondary mentor to others). He has been a PhD mentor for doctoral students. He has served for four years on the NIMH Health Services Review Study Section. He has served as an advisor to President Bush's New Freedom Commission on Mental Health and serves as a Senior Fellow for SAMHSA's Co-Occurring Disorders Center for Excellence. He has served on the American Psychiatric Association's Practice Guidelines Work Group on Substance Use Disorders and Council on Addictions. He has written over 120 peer-reviewed publications, book chapters, and textbooks and behavioral therapy manuals.

h. Comparative Health Systems and Processes Partnership Partners

The Medical Sociology Unit at the Hannover Medical School and the International Academy of Life Sciences, with which it is affiliated, are performing research and training at the intersection of the social and life sciences and public health policy. Affiliated faculty include some of Europe's leading scholars in the social and life sciences, with connections to other faculty at institutions from the University of Illinois to the University of St. Petersburg as well as engagements with important private companies involved in life sciences research on both sides of the Atlantic. The Department of Gerontology at the UMB includes sociologists on the faculty who teach in the Gerontology PhD Program and who engage in and publish research on health issues related to aging, while the College of Nursing & Health Sciences includes faculty with funded programs of research on health promotion and risk reduction in elders, as well as life course health issues of global concern for individuals and diverse populations. The Department of Psychiatry at the University of Massachusetts Medical School conducts research on mental illness with partners around the globe. The rationale to build and cultivate this partnership is to learn and enhance research opportunities for students and faculty, especially in the field of comparative learning and comparative knowledge, which also promotes inter/transdisciplinary, transcultural and transnational scholarly engagement.

The UMB Department of Sociology seeks to use these strengths and these relationships to attract potential students to our proposed PhD Program, to enhance the research and training

experiences available to our doctoral students, and to internationalize the curriculum of our doctoral program and the scholarship of our faculty.

The Medical Sociology Unit is part of the Centre for Public Health and Health Care that includes 10 professors and 56 doctoral students. The Centre is engaged in research projects representing 150 Mill. € of funding. Research topics are ranging from the role of social and psychological factors in health over ethics in medicine to health systems research. Patient-centered topics include the care for the elderly, patient education, and health behavior change.

The International Academy of Life Sciences (IALS, Dr. Prof. Hilmar Stolte, President) and its affiliated organizations, the Biomedical Sciences Exchange Program and the Biomedical Network in Europe offer conferences, fellowships and other training programs and sponsor research in both Europe and the United States, with four participating institutions in Germany, two in the United States, and one in Russia. The IALS brings internationally renowned experts from academia, government, non-profit, and private sector organizations to discuss and chart the advancement of common goals, objectives, and global interaction in the life sciences and related areas in social science.

Goals and Objectives

The goals of the Comparative Health Systems and Processes Partnership are to improve understanding of the social processes that influence and are influenced by variation in health and illness and to strengthen programs designed to provide advanced training in these processes. Specific objectives are: (1) to engage graduate students in the PhD Programs in Sociology, Gerontology, and Nursing and Health Sciences at the University of Massachusetts Boston in research projects that involve an international, comparative perspective; (2) to stimulate comparative research by faculty at UMB, particularly in Sociology, Gerontology, and Nursing and Health Sciences; (3) to provide international internship and training experiences for doctoral sociology students at UMB and graduate students from the Hannover Medical School and other IALS-affiliated institutions; (4) to contribute to public discussion and policy formulation concerning health and illness, both nationally and internationally.

Activities

Faculty collaborators in this partnership will enrich both teaching and research opportunities for doctoral students. Activities will be coordinated by the PhD Sociology Program Advisory Board, which will include as members the partnership leaders at the Hannover Medical School and in the IALS. Selected partnership faculty will be appointed as Faculty Fellows in the UMB PhD Program in Sociology.

Teaching: Selected courses in the Sociology, Gerontology and Nursing PhD programs at UMB will be open to enrollment of graduate students identified for this exchange by the Medical Sociology Unit at Hannover Medical School and its affiliates. Courses at the Medical Sociology Unit at Hannover Medical School and its affiliates will also be open to enrollment to UMB Sociology PhD students, and PhD students in Gerontology and Nursing, when these are offered in English (or when German-speaking students are available). Students from the participating institutions who visit partnership institutions will be able to attend ongoing weekly research

group seminars, grand rounds, and workshops as language facility allows and with the permission of the group leader. Independent study credit at UMB may be earned for such experiences that are equivalent to a semester in length, when there is a designated program faculty supervisor and a proposal is submitted ex ante. Joint courses may also be offered by Sociology faculty in collaboration with visiting partnership faculty or with distance learning technologies. Partnership faculty will be available to serve as members of sociology doctoral committees, as appropriate to their interests and availability.

Research: Each year, the University of Massachusetts Boston's Office of International and Transnational Affairs (OITA) Faculty Research/Study Abroad Program will sponsor at least two faculty visitors to the HMS or other affiliated institutions for meetings and other activities with partnership faculty. A doctoral student Research Assistant will accompany each faculty member on visits. UMass Boston professors will be eligible to apply for a Mercator Visiting Professorship to support their research with colleagues at a German university as well as research-related educational activities with graduate students at the host institution. Partnership faculty members are also eligible to apply for support of comparative research with a German partner to the German Network of Health Science Research. In order to facilitate and nourish research collaborations, the Partnership will maintain an annotated list of the research projects and interests of faculty in all participating departments. The partnership will also maintain a listing of sources of datasets available for collaborative secondary analysis research projects in each country. Graduate students from participating institutions may apply to the B. Braun Company for a Harkness Fellowship to support research on treatment effectiveness in Germany.

Public Service: The partnership will share in the annual research day on applied research in mental health and mental health services described previously above that will highlight discoveries by participating faculty and graduate students. The conference will include a keynote address by a leading scholar, panels with faculty from the participating institutions and their collaborators, and discussants who are leaders in policy development and program management. The research of doctoral students will be showcased in a poster session. UMB Sociology faculty and doctoral students will be included in other public colloquia sponsored by the partnership institutions when it would strengthen the program.

Faculty Fellows

Siegfried Geyer, PhD, is Director of the Medical Sociology Unit at Hannover Medical School and has served as President of the European Society of Health and Medical Sociology (2003-2006). Dr. Geyer's main research interests are on the interplay between social and psychological factors and disease. Dr. Geyer will lead this collaboration for the German partners.

Hilmar Stolte, MD, Distinguished Professor of Medicine, Charite Hospital, Berlin and President, International Academy of Life Sciences.

4. Students. For first year and transfer students, outline requirements for admission and graduation, expected time from admission to graduation, projected degree completion rates, and transferability of program participants' credits to other institutions.

We expect two-thirds of our doctoral students to enter at the MA level and the rest to come from those who have completed an MA and seek to earn their PhD in our program.

Admission Requirements

First Year Students

1. Undergraduate GPA ≥ 3.25
2. Graduate GPA (any courses) ≥ 3.5 .
3. GRE Verbal, Quant scores in top 20th percentile
4. University Required TOEFL score for foreign students
5. Statement of intent
6. Writing sample
7. Letters of recommendation (3)

Continuation to PhD for Students Admitted in First Year

8. Completion of MA courses with average GPA=3.5
9. Successful completion of MA requirements (including thesis or MA research paper)
10. Comprehensive exam (grade of pass)
11. Approval of Graduate Committee

Post MA, PhD Applicants

1. Undergraduate GPA ≥ 3.25
2. Graduate GPA (any courses) ≥ 3.5 .
3. GRE Verbal, Quant scores in top 20th percentile
12. University Required TOEFL score for foreign students
13. Statement of intent
14. Writing sample
15. Letters of recommendation (3)

Graduation

72 credit hours; Area (Qualifying) Exam; Doctoral Dissertation

Time to Graduation

5 years (those who start in 1st year)
3 years post masters

Completion rates

75% (1st year) – based on recruiting high quality applicants who match program and faculty strengths and whose progress is reviewed individually.

90% (transfer students) – based on recruiting high quality transfer students who match program and faculty strengths and whose progress is reviewed individually.

Matriculated Student Transfer Course Policy

UMB’s policy accepts up to 2 courses (6 credits) from graduate programs external to the university and up to 12 credits if 6 are from graduate courses taken at UMB. All transfer credits require the permission of the graduate program director.

Example Student Flow Chart

The following charts follows Post-BA and Post MA students through the program.

Flow Chart for Students Admitted Post-BA

	Fall Semester	Spring Semester	Year End Goals
Year 1	600 Foundations of Applied Sociology (elective for PhD students) 605 Classical Sociological Theory Substantive Elective	650 Research Methods I 606 Additional Theory Course Substantive Elective	Pick an Advisor
Year 2	651 Research Methods II Substantive Elective Teaching Seminar/ Internship	695 MA Paper Seminar Substantive Elective	MA Comprehensive Exam
Year 3	652 Advanced Quant. Data Analysis Concentration Elective 1 607 Contemporary Theory	609L Qualitative/other Methods Concentration Elective 2	Develop Dissertation Committee
Year 4	Theory Elective	897 Dissertation Seminar	Dissertation Committee in Place

	Elective		Defend Dissertation Proposal
			Area Exam
Year	Dissertation Hours	Dissertation Hours	Defend Dissertation
5			

Flow Chart for Students Admitted Post-MA*

Year	652 Advanced Quant. Data Analysis	609L Qualitative/other Methods	Pick an Advisor
3	Concentration Elective 1	Concentration Elective 2	
	607 Contemporary Theory		

Year	Theory Elective	897 Dissertation Seminar	Develop Dissertation Committee
4	Elective		Area Exam Defend Dissertation Proposal

Year	Dissertation Hours	Dissertation Hours	Defend Dissertation
5			

*Additional specific courses may be required, depending on prior graduate coursework.

5. Feasibility. Describe faculty, staffing, library and information technologies, facility (including lab and equipment), fiscal and or other resources required to implement the proposed program. Distinguish between resources needed and on-hand. Complete faculty form (page 8). Display positions to be filled with qualifications. Attach vitae for current faculty.

We currently have 15 full-time faculty, including 4 full professors, 5 associate professors, and 6 assistant professors (not counting one upcoming assistant professor resignation and one promotion to associate professor that is in process). We have just hired four more assistant professors who will join our faculty AY 2012-2013. Thus, in AY2012-2013, we anticipate a total of 19 full-time tenured and tenure-track faculty. We have requested two new faculty lines for the PhD program, thus providing a foundation of 21 faculty members as the program begins. Our current faculty members represent each of the three main areas of concentration in the proposed program—health/medical, communities and crime, immigration/globalization—and include several faculty who bridge more than one of these areas. Our core areas of theory and methods are also well represented by current faculty. Our faculty members have been highly productive (see Appendix for current faculty vitae). Since 2000, more than \$3 million dollars have been brought to UMB via Sociology research grants, and faculty research has included contributions to more than 49 edited volumes, 125 peer-reviewed articles, and 32 technical research papers. Since 2000, members of the faculty have also authored seven books and nine textbooks and have edited four books.

In addition to our tenured/tenure-track faculty, we also have several long-time *lecturers* who will continue to support the undergraduate teaching requirements of the department. The PhD Program in Sociology will also be supported by *affiliated faculty* and *faculty fellows*. Affiliated faculty are full-time faculty at UMB who have expertise in relevant fields and may teach a course in our program or one in their own program that is open to our doctoral students, and they may serve on dissertation committees. These faculty include the professors identified elsewhere in this proposal in the Gerontology PhD Program, the Public Policy PhD Program, the Department of Psychology, and the College of Nursing and Health Sciences. *Faculty fellows* are doctoral level researchers and teachers who are employed at other University of Massachusetts campuses, at state colleges, or at other institutions that are collaborating with us in a partnership. Faculty fellows may teach a course in our program or one in their own program that is open to our doctoral students, and they may serve on dissertation committees as well as provide opportunities for our doctoral students to work as research assistants or interns in funded research projects. They may also give special talks to graduate students or general talks on campus in topics relevant to our graduate program, as mutually agreed upon.

The department currently has 1 professional and 1.5 classified staff members, plus a work-study student, who support our soon to be 19 full time faculty and approximately 30 Lecturers in teaching, manage monetary distribution for faculty grants, support the Masters in applied sociology program, and our more than 1,000 undergraduate students in three majors: sociology, criminal justice, and social-psychology (shared with the Psychology Department). One graduate assistant is funded by University College revenue to assist with the Forensic Services Graduate Certificate Program. In order to run the PhD program, we will need *one more FT professional staff member*. This person will support students and faculty in the new PhD program, the MA program in Applied Sociology, and the Forensic Services and Survey Research certificate programs, and will provide assistance with recruitment and advertising, new student admissions, student course registration, and assistantship assignments.

We anticipate supporting 8 *PhD level assistantships* for each new cohort, in addition to the

current 4.5 MA assistantships, with another two PhD students enrolled part-time without support. At least two of the eight new assistantships will come from extramural faculty research grants. The total assistantship costs will be reduced if some PhD students are admitted as post-MA transfer students. The program will require teaching loads reflective of the intensive mentoring required of faculty supervising dissertations and supporting the professional development of PhD students. *Course load reductions* will be allocated to support the program based on documented faculty roles on dissertations and other support activities.

The PhD program will require eight new courses each year as well as additional faculty time spent in supervision of dissertation projects. This need can be met initially by hiring two additional tenured or tenure-track faculty members, but we recognize that the continued growth of the department will require additional tenured/tenure-track faculty lines in the future.

Library and IT

To support the library needs of the department, we need expanded access to the full text of articles in journals in a wider range of sociological, criminological, and related fields. Currently, the faculty and students are required to be over-reliant on the ILL system to access key articles. In addition, we need a subscription to Journal Citation Reports, a searchable database of journals, their impact factors, and rankings.

UMB is a member of ICPSR, which provides access to a multitude of datasets and methodological training opportunities. Maintaining this membership is key.

With the increased computational demands of students, we will need increased IT support and access to key software programs/licenses: SAS and Stata for quantitative data analysis, HLM for multi-level modeling, MPlus for structural equation modeling, and NVivo for qualitative data analysis. This will require an ongoing budget of \$10,000 per year for basic computer equipment, software, and software licenses. We also expect access to a statistical consultant for assistance in grant development and data analysis, as well as adequate support in the Office of Research and Sponsored Projects for grant submission and management. Access to Wi-Fi in student and faculty offices is required.

Facilities

The two new faculty members and 1 new professional staff will require offices. Shared office space will also be required for the approximately 30 PhD students who will be in residence at program maturity. The shared office space will need to be outfitted with computers containing all necessary software to support research requirements. A second conference/seminar room would help to accommodate graduate seminars and provide additional meeting space. This meeting space could double as a computer lab to accommodate both courses (preference given to methods and statistics courses) and computer lab work for graduate students across our programs.

Administrative

This year, we have allocated \$10,000 of our departmental budget (Educational Sales and Service

and Research Trust Fund) to supporting faculty professional development and \$600 to MA student professional development. In addition, next year, we plan to dedicate approximately \$1000 (depending on the total departmental budget) to supporting a speaker series.

Expanding these ventures are crucial to provide the professional development experiences PhD students need to excel in their future careers and so we will need to expand both programs. We therefore will need \$6,000 to supplement our support to student professional development. These funds will support PhD student presentations of their research at professional association meetings as well as career development opportunities in Boston. In addition, we will need to expand funds for our speaker series to \$2000. The budget for these events will be managed by the professional staff members dedicated to the doctoral program while the activities themselves will be planned and reviewed by our graduate student club in consultation with our Graduate Program Director.

In addition, and especially in the early years of the program, we will need to actively recruit and advertise this program. To support these efforts, which will include advertisements in key professional association newsletters and publications (e.g., *The Criminologist*, ASA's *Footnotes*, and regional newsletters), mailings to selected undergraduate and masters programs, posters at professional association meetings, and participation in the graduate program poster session at the American Sociological Association Annual Meeting, we will need \$1000 per year for the first five years.

Graduate Assistantships

At program maturity, we expect to support on average 30 PhD students in each year at the rate of 8 new full-time PhD students admitted each year. PhD students will be admitted to the program with full funding including tuition waivers and stipends for 5 years (or 3 years for transfer students). PhD students will work 18.5 hours per week for faculty as teaching and/or research assistants to support faculty and assist students in becoming independent professors and researchers. We ask that the University provide funding to cover the costs associated with the admittance of 6 full-time students for 5 years of study. Funding for two additional FT PhD students will be offset by external grants received by department faculty, by independent teaching of undergraduate classes by graduate students, and by the dissertation or other fellowship support that PhD students obtain. Two part-time PhD students will be self-supporting.

6. Licensure and Accreditation. Is this program intended to prepare students for licensure? If yes, name licensure organization and licensing exam. Project student passing rates. What professional or specialized accreditation will be pursued for the program? Project accreditation timelines. **N/A.**

7. Program Effectiveness Goals, Objectives, and Assessment. Linked to each goal should be measurable objectives – such as job placement rates, faculty additions, facility or programmatic enhancements, etc. – timetable, and, if applicable, strategies for achieving them. Attach goals table (see page 4). (Please note that this section is intended to focus on overall effectiveness, not student learning, which is addressed elsewhere.) Describe program assessment strategies

that will be used to ensure continuing quality, relevance and effectiveness. Include plans for program review including timetable, use of assessment outcomes, etc.

PROGRAM GOALS DESCRIPTION

Goal	Measurable Objective	Strategy for Achievement	Timetable
Enrich available faculty	Hire 2 outstanding faculty members	Advertise widely in professional outlets; systematic recruitment and review.	2012-2013
Build PhD student body	Have 6-12 full time, high-quality students enrolled by Fall of 2014; enroll 6 FT students, 2 PT each year.	Market program via: 1. Posters and flyers to colleges 2. Alumni/ae mailings 3. Web presence 4. ASA posters	9/2013 - ongoing
Enrich funding for graduate assistantships	Secure external funding for at least 1/3 rd of full-time doctoral students	Develop research proposals that include funding for doctoral students, replicating current success with MA students.	9/2013-ongoing
Strengthen staff support	Hire one new professional staff	Advertise through UMB outlets	9/2013
Retain and graduate students	Maintain high student retention (80%) and high graduation rate (90%).	Recruit high quality applicants matched to program and faculty strengths; Ensure faculty mentor for every student and conduct annual review of individual student progress; Maintain supportive activities and nurture engaging culture; Develop graduate student handbook.	Ongoing
Refine program standards	Develop and maintain successful AQUAD program reviews that result in positive change	Complete an internal and external review of the program and adjust curriculum accordingly	6/2017
Launch student careers	Have 100% of PhD recipients placed within 9 months of graduation	Work with local advisory board developed for this purpose	Beginning 5/2018

Program Assessment

Progress toward the major program goals and objectives as well as the implementation of strategies for achieving these goals and objectives will be internally assessed each year by the Graduate Committee to ensure that the program is effectively moving towards goal attainment. This assessment will begin with an open-ended survey of program faculty, staff, and a review of recruitment, enrollment, progress to degree completion, and graduation and career development, as well with an open discussion in the Graduate Committee. The Graduate Program Director will then provide the Dean of Graduate Studies with an annual report that reflects this review and details the state of the relationship between program milestones and measurable objectives. In addition, the review will address whether the contents of the program curricula are commensurate with current knowledge in the field. This review will also be presented each year to the program's Advisory Board. The Graduate Committee will then solicit and review feedback on the report from the other members of the department and the Advisory Board members and will take account of this feedback in developing plans for improvements or adjustments in the subsequent year.

External reviews will be conducted every six years during the departmental regularly scheduled AQUAD review, with an expanded AQUAD review team. AQUAD reviews begin with a comprehensive self-report on program operations and outcomes, followed by a site visit by the review team and a team report, which is then considered by the program and, after further discussion with the dean and provost, used to guide future program development. The Graduate Program Director will review Program progress toward identified goals and write the PhD program AQUAD report in collaboration with the Graduate Committee and with ongoing consultation with the entire faculty. The review team will include at least three external members, including one who is selected to lead the doctoral program review. One review team member will be selected from another UMB social science doctoral program. The review process will include meetings with all faculty who teach in the doctoral program and with current and former PhD students. After the AQUAD review report is finalized, recommendations will be discussed in multiple faculty meetings and/or in a departmental retreat. Implementation will be guided by the Graduate Committee.

D. External Review.

Attach the review team report and institutional response.

E. Market Analysis

1. Need for graduates. What is the local/regional/state labor market outlook for graduates of the proposed program? Include data and data sources that form the basis for need assessment.

The American Sociological Association conducts frequent surveys of market conditions and evaluations of the need for and supply of doctoral sociologists. The ASA evaluation published in 2008 drew on data collected before the impact of the recent recession (Jacobs and Spalter-Roth 2008). In 2006, there were 610 Assistant Professor jobs advertised in the ASA Job Bank for PhD

sociologists, as well as 37 open-rank positions open to assistant professors, 71 post-doctoral and other fellowships, and 89 jobs in sociological practice (and 64 instructor and lecturer openings). Setting aside the non-tenure track instructor and lecturer openings, this yields a total of 807 positions open to new PhD sociologists that were advertised in the ASA Job Bank—which certainly underestimates the number of positions in sociological practice, at the very least. Compared to this total, there were 562 PhDs in sociology granted in 2006. This thus represents 1.4 positions for every new PhD sociologist and 1.1 assistant professor positions. Although some of these positions may be open to non-sociologists, the ASA report still indicates considerable opportunity for new sociologists. It is also of note that the area of specialization that was the most often in demand in ASA Job Bank listings for assistant professors was one of our planned areas of concentration, criminology/delinquency (86 of 610 positions—with the next most common area of specialization represented by only 29 positions).

Of course the recession resulted in a sharp decline (35%) in the number of advertised positions for new PhD sociologists between 2008 and 2009, but this decline was followed by a 32 percent increase in assistant and open rank sociology positions in 2010 (Spalter-Roth, Scelza, and Jacobs 2011). As had been the case for many years before the recession, the number of sociologists having received a PhD in 2009 was met by an excess of job openings in the following year (a ratio of 1.2). The recovery of demand for PhD sociologists was also greater than what occurred in other humanities and social disciplines.

Detailed information was obtained in an ASA survey in 2010 about areas of specialization and the results provide even more evidence of the potential demand for PhD sociologists in the areas on which we plan to concentrate (Spalter-Roth, Scelza, and Jacobs 2011). Again, the most common area of specialization was crime (“social control, law, crime, and deviance), with 30.9% of the assistant professor and open rank positions, but this was an area of interest for only 17.9% of the available students. The resulting 13% gap between demand and supply in criminology was the largest for any area of specialization within sociology. “Medicine and health” was the focus of 20.8% of the 427 advertised assistant professor and open rank positions, but was a focus for only 12.3% of the graduates. There was also a mismatch in the area of “quantitative approaches” (which would include our survey research concentration)—19.4% of the advertised positions compared to 11.5% of the graduates—and in the area of “application and practice”—16.6% of the advertised positions compared to 10.6% of the graduates. Although there was no specific area of specialization corresponding to our third area of concentration of immigration/global studies, these findings provide very strong support for our expectation that there will be considerable demand for our program’s doctoral graduates who seek academic careers.

The American Sociological Association has also documented considerable and growing demand for applied sociologists. There was a 95% increase in advertised openings in Sociological Practice (non-academic) positions between 2008-09 and 2009-10 (Spalter-Roth, Jacobs, Scelza 2010). The largest number of sociologists working in non-academic positions work in scientific research and development, social advocacy organizations, and state and Federal government (Bureau of Labor Statistics 2009). Furthermore, sociology PhDs working in applied settings earn more money and find greater satisfaction in their jobs than do doctoral graduates in non-applied settings (Spalter-Roth et al, 2010). The National Academy of Sciences and the National Science Foundation concluded that skills attributed to applied sociology’s focus on methods, including research, grant writing, organizing information, interpreting and analyzing data, and writing reports are marketable and necessary in today’s economy (Van Vooren, Spalter-Roth, Scelza 2009). The same report concludes that

candidates with a Masters degree or PhD will have the best employment prospects and opportunities for advancement. In consequence, the NAS/NSF proposed that universities develop applied sociology programs that have a strong disciplinary foundation accompanied by internships and research experiences to prepare students for non-academic careers in businesses, non-profits and government agencies. This will be a central feature of our Sociology PhD program.

A recent report from the Bureau of Labor Statics (BLS) predicts a faster than average growth in both academic and applied sociology jobs over the next decade. This increasing demand is due to three main factors: a strengthening economy, the growth in importance and popularity of social science subjects among college students, and a wave of current faculty who are expected to retire over the next decade (BLS 2009). This optimistic outlook is due to broad training sociologists receive during their graduate training in “analytical, methodological, conceptual, and quantitative and qualitative analysis and research, so their skills can be applied to many different occupations” (BLS 2009:2).

In the Boston area, there is particularly high demand for individuals with graduate training in sociology. Academically, Boston houses more than 50 institutions of higher education with more than 100 degree-granting institutions scattered across the Commonwealth. In addition, growth in the Metro Boston region in jobs in health care, professional and educational services has been very positive and is continued to grow, as is the number of jobs in colleges and universities (Avault et al. 2011).

While the preceding numbers are not specific to those with a Sociology PhD, when combined with national trends in jobs in sociological practice, they suggest that the Boston area has a market for jobs for those with Sociology PhD’s and the research skills that such a degree provides. Moreover, the growing emphasis on accountability at the local and federal levels has resulted in a growing demand for individuals with advanced training in needs assessment, program evaluation, and research skills. The Commonwealth of Massachusetts now expects that state-funded agencies and programs adopt evidence-based programs to collect data to statistically document project outcomes.

Our separate proposal for a Graduate Certificate Program in Survey Research in collaboration with UMass Boston’s Center for Survey Research highlights the strong demand for advanced training in survey research and courses in this program will become part of the elective methods courses in our PhD program. The Boston area boasts a concentration of organizations that are either conducting survey research or need to be sophisticated consumers of data that involve survey research. For example, CSR has worked with the State Departments of Public Health, Mental Health, Transitional Assistance, Mental Health, Elder Affairs, Health Care Finance and Policy, MassHealth, Developmental Services and Housing. Through the new U54 grant, CSR is providing a survey research seminar series to staff affiliated with the Dana Farber Cancer Center, which includes the Beth Israel Deaconess Medical Center, Brigham and Women’s Hospital, Children’s Hospital, Dana-Farber Cancer Institute, Harvard Medical School, Harvard School of Public Health, and Massachusetts General Hospital. Most of these agencies and organizations have their own research divisions. Most of the major private research organizations engaged in survey research—RAND, RTI, Abt SRBI Inc, and Mathematica have offices in the Boston area. Positions in the research divisions of state agencies and in major private social service, health care, and research organizations will be an important market for the program.

2. Student Demand / Target Market. What is the student market for the proposed program? Discuss demographics, location, proposed market share, etc. Provide data, e.g., survey results, etc., that form the basis for enrollment projections (see page 4)

We surveyed sociology doctoral program directors at several other universities (UMass-Amherst, Boston University, University of Illinois-Chicago, University of Pittsburgh, and University of Delaware). In response to questions about applications and yield, each GPD reported that they received at least 100 applications per year. On the basis of their experience, we estimate that after a few years of operation, we should anticipate receiving approximately 75-100 applications per year (modeling a typical Fall admission procedure). The other sociology doctoral programs typically accept about 20 doctoral students in order to obtain a yield of 10 students. We anticipate that by accepting about 20 applicants we will also obtain our desired first-year class size of 10.

We also surveyed alumni/ae of our MA program in order to determine potential interest in a doctoral degree. We compiled a list of email addresses of MA students who received their degree within the last 5 years. A simple email was sent to all of them, inviting them to participate in a very brief survey about their views and potential interests in a doctoral degree in Applied Sociology at UMB. In all, messages to 138 students were sent (this also includes current students in the MA program). Email addresses were active at the time in which the students were still in the MA program and as such, 26 messages were returned as undeliverable. The survey asked students about whether they would have been interested in a PhD in Applied Sociology at UMB while they were MA students (or as they are now), and if they would consider returning to UMB to pursue a PhD now that they have their MA.

The results of this small survey provide additional evidence for the demand for a PhD in Sociology at UMB. Three quarters (73.7%) of respondents indicated that they would currently seriously consider or would have seriously considered the PhD option as MA students (n=38). Further, of those who hold MA degrees in Applied Sociology at UMB, most indicated that they would either be very likely (29.03%) or somewhat likely (35.48%) to consider returning for a PhD (n=31).

The potential demand for our proposed Graduate Certificate in Survey Research also indicates the potential for cross-over enrollment in our doctoral program. The three programs offering a doctoral degree in survey research methods are at the University of Michigan, the University of Maryland, and the University of Nebraska at Lincoln. Michigan and Maryland also run a Joint Program in Survey Methodology in partnership with Westat, a large contract research organization, sharing some faculty and resources with sponsorship from the Federal Interagency Consortium on Statistical Policy. The University of Nebraska program receives substantial support from the Gallup Organization. All three schools also offer a terminal Master's degree.

We received application, acceptance and enrollment statistics for the University of Maryland's program. Since 2005, it received between 24 and 37 MA-level applicants each year, with another 15-20 PhD program applicants. The admit rate at the MA level varies between 50% and 66%, while at the PhD level it is 20-50%. Over the last 6 years, the total number of students enrolled varied between 13 and 20. The quality and reputation of our Center for Survey Research, the attraction of Boston as a location for graduate study, and the additional opportunities provided by the design of our PhD Program in Sociology lead us to believe that we will also receive at least a dozen applicants for our PhD program with a primary interest in survey research. We know that potential PhD students throughout the world will be attracted to our program because of the specialized training and

practical experience it will offer in survey research. With these opportunities and skills, our students will be among the best situated to fill the growing local, state, and federal demands.

Data from three sources thus support our expectation of demand for entry into our doctoral program: the experience of similar programs elsewhere, our survey of our own MA program alumni/ae, and the experience of doctoral survey research programs.

3. Duplication. Identify existing public and private programs/institutions in the region or state that offer the same or similar programs. Discuss size / enrollment trends for these programs.

None of the sociology PhD programs in the Greater Boston area define themselves as offering training in applied sociology. Most are traditional PhD programs that train students for positions in academic settings, including UMass Amherst, Boston College and Boston University. Northeastern University's PhD in Sociology includes faculty working in applied research, but it has very general areas of focus –globalization, urban sociology, gender, inequality, and conflict and violence. A separate PhD program in criminal justice has an applied orientation, but it is not oriented to students seeking a degree in sociology. The new PhD Program in Criminal Justice at the University of Massachusetts Lowell provides extensive training in criminology and criminal justice, but it lacks an applied emphasis and is not designed for students seeking a degree in sociology.

Our PhD Program will also be unique in the advanced training it can provide in survey research. None of the other universities in the area with a sociology doctoral program includes a professional survey research organization and thus none can offer the advanced training in survey methods that we will provide to some of our PhD students through our collaboration with UMB's Center for Survey Research and our new graduate certificate program. Our program will emphasize training in applied research techniques, the body of substantive knowledge and theoretical perspectives required to understand social processes related to criminal justice, health and health services, and immigration, and the application of research, through internship and applied research experiences, to social problems in these substantive areas.

4. Competitive advantage. Apart from the obvious pricing advantage of public institutions, what will distinguish the proposed program in the academic marketplace?

There are many distinguishing features of our doctoral program: our concentrations in health, crime, and immigration, which singly and in combination reflect areas of great interest in sociology; the applied emphasis, which will appeal to many applicants who seek careers in settings oriented to research and policy and will ensure many research opportunities for doctoral students; our survey research program, which will provide one of the few applied opportunities for rigorous training in this methodology; our funded research profile, which will ensure funded research opportunities for many students; our collaborations with the UMB's public policy school and with major research departments in mental health at UMass Medical School and Harvard Medical School which will provide unique opportunities for research and training with some of the world's most renowned researchers; our comparative health systems collaboration, which will provide opportunities for studying and conducting research in Europe.

5. Marketing Plan. Describe the institution's marketing plan, including time lines, for the proposed program?

We will market our program through listings in sources used by prospective applicants, by posting information in an attractive format on our web site, and through mailings and announcements.

1. Expanded departmental web site that showcases our PhD program and its faculty and students, includes our graduate program newsletter, and has links to application resources.
2. Receptions at the annual meetings of the American Sociological Association, the Eastern Sociological Society, the Midwest Sociological Society, and the Pacific Sociological Association.
3. Listing in the American Sociological Association's Guide to Graduate Programs in Sociology.
4. Advertisements in leading sociological journals and association newsletters.
5. Participation, with recruiters and a poster display, at the Graduate Open House at the American Sociological Association's Annual Meeting.
6. Annual mailings of a program poster and flyers to all sociology departments in 4-year colleges and universities in the United States. This mailing, in the spring semester, will be followed up by a publicity email to all sociology department chairs in the next fall, before applications are due. We will also send an email announcement to those on the mailing list of the World Sociological Association.
7. Graduate committee members will visit all our UMB sociology capstone classes and our required research methods classes to encourage undergraduate students to apply.

F. Budget Projection

1. Budget Narrative – Our justification for our budget can be found in Section 5 Feasibility. It is based on agreements with the CLA Dean and Provost at the time of submission for the preliminary proposal.

- Our faculty hiring plan currently in place:
- That the program will support 8 of 10 students admitted per year (the other two are expected to be part-time students).
- That all students will be supported for 5 years of study
- That two of the supported students will be funded by faculty grants and 6 will be supported by University funds allocated by the Office of Graduate Studies.
- That the graduate program in Sociology will require a full-time professional staff person and a small ongoing operating budget to be included in the total Sociology allocation
- That start up money or in-kind services for recruitment and advertising (Marketing) will be in place for the first 4 years of the program
- That start up money for software licenses (Instructional Materials) and faculty/student professional development funds (Field Resources) will be in place for the first 4 years of the program

Additionally, we are requesting start-up money:

- to set up a computer lab with computers and software for the first 4 years of the program
- to support graduate student and faculty professional development (Field Resources).

2. Program Budget

See attached.

3. PROGRAM ENROLLMENT PROJECTION

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	6	12	18	24
Continuing Full Time	2	4	6	8
New Part Time	2	4	6	8
Continuing Part Time	0	0	0	0
Totals	10	20	30	40

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Appendices

Appendix A Faculty Form

Summary of Faculty Who Will Teach in Proposed Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	N s e c - t i o n s	College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program	Sites
Benson, Paul Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 618, Psychiatric Epidemiology • Soc. 621, Social Psychiatry • Soc. 681, Healthcare Policy 	1	CLA	Full-time	No	• Harbor
Bentele, Keith Ph.D. in Sociology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 650, Methods I • Soc. 651, Methods II • Soc. 652, Advanced Quantitative Analysis* 	1	CLA	Full-time	No	• Harbor
Bersani, Bianca Ph.D. in Criminology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 668, The Life Course Paradigm* • Soc. 690, Nature of Crime • Soc. 691, Responding to Crime • Soc. 692, Communities and Crime* 	1	CLA	Full-time	No	• Harbor
Brenner, Philip Ph.D. in Sociology (50%) Assistant Professor (9/12)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 660, Methods of Survey Design • Soc. 661, Survey Measurement • Soc. 662, Survey Sampling 	1	CLA	Part-time	Yes (50% @CS R)	• Harbor
Capetillo, Jorge Ph.D. in Sociology Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 604, Theories of Global Analysis* • Soc. 605, Applied Social Theory • Soc. 606, Semiotics and Cultural Analysis* • Soc. 643, Immigration Policy 	1	CLA	Full-time	No	• Harbor
Hartwell, Stephanie Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 618, Psychiatric Epidemiology • Soc. 623, Alcohol, Drugs, and Crime • Soc. 690, Nature of Crime • Soc. 691, Responding to Crime 	1	CLA	Full-time	No	• Harbor
Hattori, Megan Klein, Ph.D. in Sociology Assistant Professor (9/12)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 681, Healthcare Policy • Soc. 682, Social Psychological Contexts of Healthcare 	1	CLA	Full-time	No	• Harbor

Jacobs, Glenn Ph.D. in Sociology Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 605, Applied Social Theory • Soc. 620, Social Problems • Soc. 641, Social Policy • Soc. 642, Contemporary Social Policy 	1	CLA	Full-time	No	• Harbor
Kretsedemas, Phil Ph.D. in Sociology Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 604, Theories of Globalization* • Soc. 643, Immigration Policy • Soc. 645, Sociology of Migration* 	1	CLA	Full-time	No	• Harbor
Leverentz, Andrea Ph.D. in Sociology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 609, Qualitative Methods • Soc. 690, Nature of Crime • Soc. 691, Responding to Crime • Soc. 692, Communities and Crime* 	1	CLA	Full-time	No	• Harbor
Movahedi, Siamak Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 606, Semiotics and Cultural Analysis* • Soc. 621, Social Psychiatry 	1	CLA	Full-time	No	• Harbor
Temitope Oriola, Ph.D. in Sociology Assistant Professor (9/12)	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 604, Theories of Global Analysis • Soc. 609, Qualitative Methods • Soc. 690, Nature of crime 	1	CLA	Full-time	No	• Harbor
Schutt, Russell Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 601, Complex Organizations • Soc. 650, Methods I • Soc. 651, Methods II • Soc. 667, Sociology of Law • Soc. 655, Evaluation Research 	1	CLA	Full-time	No	• Harbor
Solari, Cinzia Ph.D. in Sociology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 644, Gender, Ethnicity and Migration* • Soc. 645, Sociology of Migration* • Soc. 683, Socio-Medical Aspects of Aging 	1	CLA	Full-time	No	• Harbor
Srinivas, Lakshmi Ph.D. in Sociology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 609, Qualitative Methods 	1	CLA	Full-time	No	• Harbor
Tamdgidi, Behrooz Ph.D. in Sociology Associate Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 604, Theories of Globalization* • Soc. 605, Applied Social Theory 	1	CLA	Full-time	No	• Harbor
Youngreen, Reef Ph.D. in Sociology Associate	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 630, Applied Social Psychology • Soc. 651, Methods II 	1	CLA	Full-time	No	• Harbor

Professor							
Kevin Wozniak, Ph.D. in Justice, Law and Society Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 651, Methods II • Soc. 667, Sociology of Law • Soc. 691, Responding to crime 	1	CLA	Full-time	No	• Harbor
Zaykowski, Heather Ph.D. in Criminology Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Soc. 667, Sociology of Law • Soc. 690, Nature of Crime • Soc. 691, Responding to Crime • Soc. 692, Communities and Crime* 	1	CLA	Full-time	No	• Harbor

*New course.

Institution: University of Massachusetts Boston

Proposed Degree: PhD in Sociology