

**Update and Response to the Recommendations for Action
Sociology and Criminology Programs
Department of Sociology and Anthropology**

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NEW RECOMMENDATIONS IN PRIORITIZED ORDER:

URGENT Recommendation 1: Hire two new Sociology faculty members.

The traditional-aged advising load for our **156 majors and 17 minors** has risen to **1:29** in Fall 2010. Including the **121 CAPA majors** in our department whom we informally advise, the load is **44:1**. These numbers will grow rapidly with increasing enrollment in subsequent years.

Our FTEs for Fall 2010 total 10.5, with 5.0 (48%) FTEs being taught by tenure track faculty members. FTEs taught by non-tenure track faculty members total 5.5 (52%). At this time, more than ½ of our classes are being taught by non-tenure track faculty members.

Almost all of our classes are near, at or over enrollment caps. We do not have the faculty resources to add sections of classes to meet student need or to develop new classes that meet requirements in our majors.

The **average** age of the full-time faculty members in our department is approximately 61 years old with a range of 50-71. No one is anticipating retirement at this time. The lack of new faculty appointments over the past eight years has created an unhealthy situation for the continuity of the department. We need an infusion of younger scholar/teachers to insure the academic health of the department.

Please see the attachment beginning on page 5 for more detailed information about the department's faculty needs.

Recommendation 2: Acquire a mobile computer lab cart with a minimum of 20 computers on it for use in our classes.

We do not have access to a computer lab in our building and we teach nine classes each year in which we students need to work on SPSS during class, including sections of statistics, research methods and senior thesis. Computer labs at other locations on campus are regularly fully scheduled with classes. The Psychology Department has a small computer lab in Hoover Building, but they are not willing to allow our students to use it. A mobile cart is a flexible alternative to meet our needs in a situation where space is at a premium and there is no feasible place to put a permanent computer lab in the building.

Recommendation 3: Move the department administrative assistant to full time in our department.

Our department is one of the largest in the College of Arts and Sciences with 173 traditional-aged majors and 121 CAPA majors. We currently share an Administrative Assistant half-time with Psychology. In addition to the Administrative Assistant they share with us, they have two other staff

members to assist them. We have reached the point that we require a full time staff member.

PAST RECOMMENDATIONS IN PRIORITIZED ORDER:

Recommendation 1. Increase the involvement of full-time, main campus faculty in oversight of the off-campus programs administered by Regional Campuses Administration to ensure appropriate quality control of these programs.

2008 Response: Although we believe that we need greater oversight of these programs, our department is composed of six full-time faculty and one-half of an administrative assistant. Despite requests for additional faculty members, since collectively our four undergraduate majors comprise the largest number of students in the College of Arts and Sciences, we have not yet received approval to hire from administration. Thus, we are stretched so thin, we have been unable to meet this goal.

2009 Update: No action taken; our faculty is still stretched to the limit.

2010 Update: No action taken; our faculty is still stretched to the limit. This was especially true this year, as we had three of our six full-time faculty members on sabbatical and a fourth withdrawn from the department to serve as Interim Associate Dean for the College of Arts and Sciences, with no replacements given to us by the university.

Recommendation 2. Consider creating a new course on professionalism to help seniors learn how to “launch” the next stage of their lives (graduate/professional schools, jobs, etc.).

2008 Response: One of our senior adjunct professors who teaches senior thesis courses for us and has taught professionalism courses at another university has developed a professionalism course that we are currently reviewing and discussing. We are considering both the content and how it will interface with our current curriculum. Interestingly, because of the important role that he plays in our department and the number of courses he teaches each semester, we have repeatedly requested that he be hired as a full-time Lecturer. These requests have been denied repeatedly by administration.

2009 Update: See response under Nr. 3. Our senior adjunct professor developed a professionalism course, which was offered on a trial basis during Spring 2009 semester.

2010 Update: No action taken; our faculty is still stretched to the limit. This was especially true this year, as we had three of our six full-time faculty members on sabbatical and a fourth withdrawn from the department to serve as Interim Associate Dean for the College of Arts and Sciences, with no replacements given to us by the university.

Recommendation 3. Consider changing the Senior Thesis requirement to an honors-only course, for those students planning to attend graduate or professional schools.

2008 Response: We continue to dialogue and share ideas re. this change during department meetings. We currently are considering the creation of a professionalism course in lieu of the Senior Thesis course for most students.

2009 Update: During the Spring 2009 semester, we offered a professionalism course. It was very well received, with student responses indicating the course provided unbelievable insights into all

fields covered within the department: Anthropology, Sociology, Criminology, Behavioral Science. The students suggested that the course be made permanent within the department programs, and offered every year. Department faculty continue to cogitate on this recommendation.

Otherwise, department faculty continue to discuss the strengths and weaknesses of an Honors-only senior thesis. The alternate culminating senior experience class could potentially be the professionalism course.

2010 Update: The recognition at the university level of the value of substantive capstone experiences for students and the commitment of the some of the faculty in the department to the senior theses that we currently require have resulted in the continuation of our current senior thesis format.

Recommendation 4. Provide more advising services to students related to graduate and professional schools (preparation for exams, information on the graduate education process, etc.).

2008 Response: Although each faculty member tries to provide guidance in these areas on a one-on-one basis during student appointments, no systematic departmental plan has been implemented due to the lack of faculty and staff resources. Ideally, one of our honor societies or our Sociology/Anthropology/Criminology (SAC) Club, if they were active, could help with this effort. A proposed course in Professionalism, mentioned above, would include some of this material.

2009 Update: No action taken other than the trial course offering on professionalism (see Nrs. 2 and 3).

2010 Update: No action taken; our faculty is still stretched to the limit. This was especially true this year, as we had three of our six full-time faculty members on sabbatical and a fourth withdrawn from the department to serve as Interim Associate Dean for the College of Arts and Sciences, with no replacements given to us by the university.

Recommendation 5. Develop performance indicators to supplement self-report indicators in the ongoing assessment of program goals and outcomes.

2008 Response: Faculty who teach senior thesis classes evaluate all senior theses using a rubric that addresses program learning outcomes. These rubric evaluations are filed in the department and are periodically aggregated and examined to determine the achievement of program level learning outcomes.

2009 Update: We continue to assess program learning outcomes through the senior thesis rubric. No changes have been made in the rubric from the preceding year.

2010 Update: With only one-half of an administrative assistant and four faculty members not participating in department activities for one or more semesters, we did not have the humanpower to address this issue.

Recommendation 6. Create a tracking system for gathering and organizing data on basic aspects of the program, including characteristics of students, class enrollments, etc.

2008 Response: With only one-half of an administrative assistant and the loss of the Advising Coordinator position, we do not have the resources to accomplish this goal.

2009 Update: No action taken.

2010 Update: With only one-half of an administrative assistant and four faculty members not participating in department activities for one or more semesters, we did not have the humanpower to address this issue.

Recommendation 7: Update the mission statement and the program goals and learning outcomes.

2008 Response: The department plans to work on these updates this academic year. The previous academic year, our energy was focused on trying to save the WASC accredited CrimOnline Program that was cancelled by the provost.

2009 Update: No new faculty members have been added to the department, which precludes our ability to build on course offerings that include these issues.

2010 Update: With only one-half of an administrative assistant and four faculty members not participating in department activities for one or more semesters, we did not have the humanpower to address this issue.

Recommendation 8. Convert the Advising Coordinator position into a permanent staff position in order to make the improved quality and accessibility of advising services permanent.

2008 Response: The termination of the CrimOnline Program by administration has resulted in the loss of the Advising Coordinator position.

2009 Update: We still affirm that professional advisors would improve advising for our students. We have completely lost the Advising Coordinator position and have no money or plans to restore it.

2010 Update: Faculty have resumed academic advising duties. Our normal advising load ranges between 20 and 25 students per faculty member. This situation was exacerbated by the need to redistribute all of the three sabbatical faculty members' advisees to the remaining active faculty members, raising the advising load to between 30 and 35 students. This is unacceptable advising load. The department will not allow more than one faculty member to be on sabbatical in a single term in future in order to avoid this excessive advising load.

**SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT
REQUEST FOR TWO NEW FACULTY MEMBERS
October 2010**

The Sociology and Anthropology Department plays important roles as one of the largest departments in the College of Arts and Sciences, and as the department which has made the most comprehensive and longest-lasting commitment to diversity curriculum at the University. We **MUST have at least TWO** additional faculty members to continue this work. We have requested a new faculty member each year for the past seven years without success. Prior to this year, our need was clear and significant; with the unprecedented increase in the incoming 2010/2011 class this year, we have reached the limit of our capacity to accommodate new students. Without two new faculty members, we will be forced to:

- **severely limit or close our Criminology, Sociology and Behavioral Science Majors to new students.**
- **gut academic quality portions of our curriculum, such as our senior thesis and internship courses.**
- **abandon most of our diversity curriculum.**
- **abandon important new plans to further improve both the academic quality of our offerings and our already strong student retention rates.**

Without new faculty members, we face the following critical problems:

- **29/1 traditional-aged advising load (and growing); 44/1 total advising load including 156 traditional-aged and 121 CAPA students for 6 faculty members).**
- **Nine (9) part-time and non-tenure track faculty members who are teaching 52.5% (5.5 FTEs/10.5 FTEs OR 17/31.5) of our classes.**
- **Many of our courses already consistently at capacity or over-enrolled.**
- **Expanded course enrollment caps that are not pedagogically sound.**
- **Unacceptably limited breadth of courses in our majors.**
- **No capacity to offer additional sections of impacted classes or to develop additional courses to meet the same requirements.**
- **Heavy dependence on full-time faculty overloads and non-tenured faculty to support senior thesis and internship courses.**
- **Two faculty members with reduced teaching/advising loads due to outside professional responsibilities that are in service to the University and its reputation.**
- **An average age of 62 for full time faculty members (age range: 52 to 71 years of age, 5 of 6 faculty members over the age of 60).**

FALL 2010

Total FTEs: 10.5 FTEs

Tenure Track: 5.0 FTEs (47.5%)

Non-Tenure Track Full Time: 1.0 FTEs (9.5%)

Adjunct Faculty: 4.5 FTEs (43%)

Total Non Tenure Track: 5.5 FTEs (52.5%)

FALL 2010

Missing Tenure Track Faculty FTE's:

Felicia Beardsley-2/3 (Interim Associate Dean)

Hector Delgado -1/3 (SSSP)

TOTAL MISSING = 1FTEs/6FTEs.

CURRENT ISSUES

- **Advising.** We have 159 traditional-aged majors and 17 traditional-aged minors, with an average student/advisor ratio of 29:1. This is an unsustainable advising load that violates the student-faculty ratios we advertise as the heart of the La Verne educational experience. In addition, our department serves a total of 121 CAPA majors whom we mentor and advise informally. This represents approximately 13% of CAPA students. These students are part of our on campus community and are a significant presence in our classes. Although they are not in our traditional-age population, they are still our academic responsibility. In spite of the fact that they have CAPA advisors, they frequently come to us for additional advising and mentoring. It is not humanly possible for six faculty members to offer enough office hours during registration week to provide services for 176 traditional-aged students, much less accommodate 121 additional CAPA students. **SEE TABLE 1 (below).**

This situation is in stark contrast to a recent American Sociological Association study on university departments that offer both sociology and criminology majors. The study found that the average number of faculty members in such departments was 11.5 for an average of 191 majors. This is a 17:1 student:faculty ratio. Our department offers FOUR majors, Anthropology, Sociology, Criminology and Behavioral Science, instead of two, and we currently do it with the equivalent of only five faculty members. We cannot claim to be a student-centered institution with 29:1 faculty/student ratios.

TABLE 1**Traditional Age and CAPA Student Majors* in the Sociology and Anthropology Department**

| Major Programs | Traditional Age Student Majors | CAPA Student Majors | TOTALS |
|--------------------|--------------------------------|---------------------|--------|
| Anthropology | 13 | 5 | 18 |
| Behavioral Science | 16 | 33 | 49 |
| Criminology | 87 | 37 | 124 |
| Sociology | 40 | 46 | 86 |
| TOTALS | 156 | 121 | 277 |

*17 Minors not included

- **Part Time/Non-tenure Track Faculty Ratio.** This fall, 52.5% of our classes are being taught on non-tenure track contracts. Fifty-seven percent (57%) of anthropology, 67% of sociology, 100% of ethnic studies and 50% of our research sequence core courses are being taught by part time faculty members. This translates to a full time faculty FTE of 5.0 (48%) and a non-tenure track faculty FTE of 5.5 (52.5%). **SEE TABLE 2 (below).** Adding sections or additional requirement options is not possible without raising the percentage of classes taught by non-tenure track faculty members even farther over the 50% level, and raising non-tenure track FTE numbers significantly. **SEE TABLE 3 (next page).**

TABLE 2**FALL 2010 Tenured Track and Non-Tenure Track Faculty Percentages by Program Area**

| Program | Number of Classes | Number of Students | Non-Tenure Track Contracts | % of Classes Taught by Non-Tenure Track or Tenured Overload Instructors |
|----------------|-------------------|--------------------|----------------------------|---|
| Anthropology | 7 | 166 | 4 | 57% |
| Criminology | 5 | 126 | 0 | 0% |
| Sociology | 6 | 173 | 4 | 67% |
| Ethnic Studies | 3 | 46 | 3 | 100% |
| Research Core | 6 | 120 | 3 | 50% |
| Senior Thesis | 4.5* | 36 | 2.5* | 60% |
| TOTALS | 31.5 | 666 | 16.5* | 52% |

*Refers to a two unit class. All other classes are 4 units.

- **Course Size.** This fall, our MEAN class size for all non-senior thesis courses is 25 students (maximum: 35 and minimum: 10), with an overall mean class size of 20.8 students (that figure includes four senior thesis seminars that are capped at eight students for pedagogical reasons). Some courses have enrollment caps that are too high pedagogically and need to be reduced, raising the number of sections of those courses we need to teach. **SEE TABLE 4 (page 4).**

TABLE 3

Current and Projected FTE Numbers and Percentages with Projected Enrollment Growth of 30 Students Each Academic Year and No New Faculty (*Not including Minors and CAPA Students)

| Sociology and Anthropology Department | Current Fall 2010 | Projection 1 for Fall 2011 NO NEW FACULTY | Projection 2 for Fall 2012 NO NEW FACULTY | Projection 3 for Fall 2013 NO NEW FACULTY |
|--|-------------------|---|---|---|
| Undergraduate Majors and Minors | 159* | 189* | 219* | 245* |
| Total Number of Students Enrolled | 655 | 738.2 | 821.6 | 904.8 |
| Total Number of Sections/Courses | 31.5 | 35.5 | 39.5 | 43.5 |
| Total Tenure Track Classes | 15 | 15 | 15 | 15 |
| Total Non-Tenure Track Classes | 16.5 | 20.5 | 24.5 | 28.5 |
| Average Number of Students per Course | 20.8 | 20.8 | 20.8 | 20.8 |
| Total FTES Generated by Course | 218.3 | 246.1 | 273.7 | 301.6 |
| Full-Time Faculty Tenure Track Headcount | 6 | 6 | 6 | 6 |
| Part-Time Adjunct Headcount | 9 | 9 | 9 | 9 |
| Total FTEs | 10.5 | 11.8 | 13.2 | 14.5 |
| Tenure Track FTE Faculty | 5.0 | 5.0 | 5.0 | 5.0 |
| % Tenure Track Instructional FTEF | 48% | 42% | 38% | 34% |
| Non-Tenure Track FTE Faculty | 5.5 | 6.8 | 8.2 | 9.5 |
| % Non-Tenure Track FTE Faculty | 52% | 58% | 62% | 66% |

- Senior Thesis.** We currently do not have enough tenure-track faculty to cover most of the senior thesis seminars we offer. Over the past ten years, only one of our nine annual senior thesis seminars has been taught on load by a full-time faculty member. Six of the nine sections are taught through full-time faculty overloads and we been forced to hire a non-tenure track instructor to teach two sections on part-time contracts. Students should have the opportunity to work with a full-time, tenure-track faculty member during the senior capstone class for their majors. This is important both pedagogically and also practically, particularly if students are applying to graduate school. Relying on part-time faculty members to deliver this important part of our program does not reflect the kind of student-centered focus upon which the University prides itself.
- Diversity Curriculum.** Our department has taken responsibility for the past 15 years for providing a core of ethnic and gender courses that did not exist until we took the initiative to meet this University mission. We have offered the following classes in programmatic form for the past 10-15 years without adequate faculty support.

 - ANTH/SOC 314: Sexuality and Gender Issues
 - ANTH/SOC 315: Race and Ethnicity
 - ANTH/SOC 333: Women Across Cultures
 - ANTH/SOC 334: The Women's Experience in the United States
 - ANTH/SOC 335: The Black Experience in the United States
 - ANTH/SOC 336: The Latino Experience
 - ANTH/SOC 337: The Asian American Experience
 - ANTH/SOC 338: The Native American Experience

We currently have a single faculty member who is an expert in ethnic studies and that faculty member is also the only full time sociologist in the department, with the other three sociologists all heavily committed to criminology. The ethnic studies/sociology faculty member is, for the foreseeable future, 2/3 time in the department, as he is the Executive Officer for the Society for the Study of Social Problems, one of the largest and most prestigious sociological academic organizations in the country. This semester, 100% of our ethnic and gender studies courses are being taught by part-time faculty members. The University of La Verne needs our program, the only academic program on campus FULLY devoted to diversity, and its curriculum as an essential component of its Mission Statement. Our failure to support diversity on this campus has become a serious issue

for WASC, and support for this program would be a step toward demonstrating the university's commitment to diversity curriculum.

- **Diversity within the Faculty.** Only two of our six tenured faculty members are from underrepresented minority groups. Both of these faculty members have accepted professional responsibilities that take them away from the classroom, further reducing the effective diversity of our faculty. Our department is fully committed to diversity as a major tenant of the University's mission statement, and the only way we can pursue that goal is to acquire new faculty members.

TABLE 4
Fall 2010 Sociology and Anthropology Class Sizes

| Course # | Course Name | Actual/Maximum |
|---|---------------------------------------|----------------|
| ANTH 221: | Peoples and Cultures of Mexico | 20/20 |
| ANTH 250: | Issues in Anthropology | 35/35 |
| ANTH 250: | Issues in Anthropology | 33/35 |
| ANTH 320: | Cultural Anthropology | 25/25 |
| ANTH 340: | Language and Culture | 25/25 |
| ANTH 350: | Physical Anthropology | 20/25 |
| ANTH 400: | Anthropological Theory | 9/20 |
| <u>ANTH/SOC 305:</u> | <u>Statistics</u> | <u>21/20</u> |
| ANTH/SOC 305: | Statistics | 16/20 |
| ANTH/SOC 390: | Research Methods | 22/20 |
| ANTH/SOC 497: | Internship | 20/20 |
| ANTH/SOC 497: | Internship | 16/20 |
| ANTH/SOC 499: | Senior Thesis | 5/8 |
| ANTH/SOC 499: | Senior Thesis | 4/8 |
| ANTH/SOC 499: | Senior Thesis | 7/8 |
| <u>ANTH/SOC 499:</u> | <u>Senior Thesis</u> | <u>8/8</u> |
| ANTH/SOC 315: | Race and Ethnicity | 25/25 |
| ANTH/SOC 325: | Black Experience in the United States | 11/25 |
| <u>ANTH/SOC 328:</u> | <u>Native American Experience</u> | <u>9/20</u> |
| SOC 250: | Introduction to Sociology | 35/35 |
| SOC 250: | Introduction to Sociology | 35/35 |
| SOC 250: | Introduction to Sociology | 33/35 |
| SOC 270: | Social Problems | 23/25 |
| SOC 330: | Social Class and Inequality | 22/25 |
| SOC 400: | Sociological Theory | 25/20 |
| <u>SOC 321:</u> | <u>Juvenile Delinquency</u> | <u>25/25</u> |
| SOC 322: | Introduction to Criminology | 25/25 |
| SOC 326: | Criminal Justice System | 23/25 |
| SOC 329: | Corrections | 25/25 |
| <u>SOC 350:</u> | <u>Law and Society</u> | <u>25/25</u> |
| MEAN CLASS SIZE w/o SENIOR THESIS | | 25.0 |
| MEAN CLASS SIZE INCLUDING SENIOR THESIS | | 20.8 |

- **Advising.** Approximately 10% of the traditional-age student body is currently being advised as a major or minor in our department. Each new incoming class of 500 students can be anticipated to add 30-50 majors in our department. Thirty new advisees raises our student/advisor ratio to 34:1; sixty new advisees raises our student/advisor ration to 39:1; at the end of three such years we would be at a ratio of 44:1. This does not include new minors and parallel increases of approximately 30 new CAPA majors each year.
- **Part-Time Faculty Ratio.** Thirty new students spread across our four majors would require a minimum of four new non-senior thesis classes, all of which would have to be taught by part time faculty. This would raise the percentage of courses taught by non-tenure track faculty members to 58% the first year, 68% the second year, and 73% the third year. In FTEs this would translate to 5.0 (46.6%) for full-time faculty members and 6.8 (58%) for part-time faculty members in just the first year, with the part-time FTEs rising significantly in subsequent years. This projection does NOT include the addition four senior thesis seminars that would be required beginning in the fourth year and that would have to be taught by part-time faculty. The projections in **TAB LE 5 (below)** show the impact of maintaining the current number of faculty members for Fall 2011 alone, as well as what we can expect if we hire new faculty members.

TABLE 5
Current and Projected FTE Numbers and Percentages with One and Two new Faculty Members for Fall 2011 as Compared with Fall 2010

| Sociology and Anthropology Department | Current Fall 2010 | Projection 1 for Fall 2011 NO NEW FACULTY | Projection 2 for Fall 2011 1 NEW FACULTY | Projection 3 for Fall 2011 2 NEW FACULTY |
|--|--------------------------|--|---|---|
| Undergraduate majors | 159 | 189 | 189 | 189 |
| Total Number of Students Enrolled | 655 | 738.2 | 738.2 | 738.2 |
| Total Number of Sections/Courses | 31.5 | 35.5 | 35.5 | 35.5 |
| Total Tenure Track Classes | 15 | 15 | 18 | 21 |
| Total Non-Tenure Track Classes | 16.5 | 20.5 | 17.5 | 13.5 |
| Average Number of Students per Course | 20.8 | 20.8 | 20.8 | 20.8 |
| Total FTES Generated by Course | 218 | 246 | 246 | 246 |
| Full-Time Faculty Tenure Track Headcount | 6 | 6 | 7 | 8 |
| Part-Time Adjunct Headcount | 9 | 9 | 9 | 9 |
| Total FTEs | 10.5 | 11.8 | 11.8 | 11.8 |
| Tenure Track FTE Faculty | 5.0 | 5.0 | 6.0 | 7.0 |
| % Tenure Track Instructional FTEF | 48% | 42% | 51% | 59% |
| Non-Tenure Track FTE Faculty | 5.5 | 6.8 | 5.8 | 4.8 |
| % Non-Tenure Track FTE Faculty | 52% | 58% | 49% | 41% |

- **At Capacity Courses.** We are currently at or near capacity in the majority of courses we teach. Without new faculty we will not be able to accommodate very many new students. We will have to close our sociology, criminology and behavioral science majors to new students.
- **Course Size.** Both pedagogy and physical plant limitations prevent us from adding more students to our existing courses. Our need to reduce current course sizes in some courses will actually exacerbate the situation even WITHOUT enrollment growth.
- **Senior Thesis.** For every 30 new majors we will need to add four (4) new senior thesis seminar classes to our offerings. This alone is 2/3 of a full-time faculty load and will only take care of one new entering class of 30 majors. And these four senior thesis courses are in ADDITION to the approximately four new content courses we

will need to get students to the level of senior thesis. We cannot accommodate enrollment growth and maintain academic quality without a minimum of TWO new faculty members. **SEE TABLE 5 (previous page).**

- **Academic Excellence in Our Majors.** Enrollment growth without additional faculty resources will mean not only that we cannot add things to our programs that would enhance their quality, but we will be forced to cut some of the things that currently make our programs stand out academically.
 1. We currently require our students to do an original empirical research project as their senior thesis. This requires us to work with students in seminars of eight. We currently offer nine senior thesis sections per year, four of which are taught as overloads and two more of which are taught by a part-time faculty member. Undergraduate research is one of the best practices that has been proven to attract and retain students. Our program involves EVERY one of our students in undergraduate research. We will have to cut senior thesis from our program if we do not get additional faculty to help us sustain this very important part of our majors.
 2. We currently require our students to do a 96 hour internship in the community as a part of their major. This is done through an internship class that has seen its enrollment cap rise to the point where individual internship supervision is not possible. Not only are our two internship classes over-enrolled, but they are BOTH taught by part time faculty members. We need to reduce class size for internship now and add new sections which can currently only be taught by part-time faculty, pushing us farther past the 50% level of part-time FTEs. Significant enrollment growth will make it impossible to sustain the internship program.
 3. Our disciplines developed at La Verne as part of a small behavioral science department that divided its resources between five majors, and did not have the faculty to provide the breadth of content that each of those majors should have had. That pattern continued in our department when we separated from Psychology, taking four of the five majors with us. We have made do with classes that provide a minimal presentation of the variety that excellent academic majors should have. Parts of our curriculum look more like community college offerings in sociology and anthropology than those of a university. Rather than just offering new sections of the same few courses, we should be developing a wider variety of courses that meet our major requirements. Below are some of the kinds of classes that we could add to our curriculum if we had faculty resources to develop new courses:
 - Globalization
 - Demography
 - Kinship and Social Organization
 - Organizations
 - Urban Sociology
 - Economic/Ecological Anthropology
 - Environmental Sociology
 - Medical Anthropology
 - Primateology
 - Culture and Gender
 - Archaeological Theory
 - Theory in Criminology
 - Masculinities
 - Social Movements
 - Immigrants and Immigration
 - Social Psychology

Our full-time faculty members are currently over-extended delivering only 48% of the relatively limited course offerings that we can sustain with our current department size. They do not have the time to develop additional classes to flesh out the majors we have. Part time faculty members are willing to do some of this course development, but even one or two new courses would raise the percentage of part time instructor classes to even farther over 50% of the department's offerings.

4. We have been discussing a one unit course for our majors designed to create cohorts of students within the department around issues such as professionalization and aspirations for graduate study similar to the Theater Department's Theater Seminar. Such a class is impossible at this time, as we do not have the faculty resources to do it.

5. Writing is a serious problem for many of our 156 traditional age and 121 CAPA majors. We would like to add a course that would cover writing in the Sociology and Anthropology disciplines and/or professions. Again, we cannot do this because we do not have the faculty resources.

CONCLUSIONS

At this time, there are serious repercussions to maintaining our faculty resources at their current level.

- **We will NOT be able to accommodate additional enrollment growth in three of our majors, and will be forced to close them to new students.**
- **We will be forced to gut some of the most important components of academic quality in the department, such as our senior thesis and our internship program.**
- **We will be forced to abandon some or all of the ethnic and gender studies curriculum.**
- **We will not be able to add important new academic components that will improve the academic quality of our offerings and improve student retention.**

At a time when the University of La Verne is growing its academic reputation while enrollment and revenues are increasing at an unprecedented rate, we MUST invest in academic programs so that they can meet the increasing demands of students, while at the same time enhancing academic quality. The Sociology and Anthropology Department plays important roles as one of the largest departments in the College of Arts and Sciences, and as the department which has made the strongest and most lasting commitment to diversity curriculum on campus. We MUST have a minimum of two additional faculty members to continue this work.