Maldonado Joins Staff

Lionel Maldonado, University of Wisconsin-Parkside, is the new ASA Assistant Executive Officer. He will have special responsibilities as the Director of the ASA Minority Fellowship Program, succeeding Paul Williams whose term ends in June. The MFP Director will seek new sources of funding for the fellowship program, as well as help with Executive Office projects such as luncheon work with committees, writing for FOOTNOTES and representing ASA interests on Capitol Hill.

After receiving his PhD from the University of Utah, Maldonado taught at the University of Idaho and then moved to the University of Wisconsin-Parkside in Kenosha, Wi. His major research and teaching interests are in race and ethnicity, sociology of education, research methods, and social stratification.

Maldonado is active in the ASA and has served on the Minority Fellowship Committee and the Committee on the Status of Racial and Ethnic Minorities in Sociology. He is currently a member of the Editorial Board for the Contemporary Sociology. On the state level he serves as treasurer and president of the Wisconsin Sociological Association. He is Program Chair for the 1985 Society for the Study of Social Problems meeting.

Council Takes Action on Multifaceted Initiative on Certification and Licensure

by Bettina J. Huber

A little more than a year ago, ASA Council put a multifaceted program in place designed to begin dealing with the issues surrounding certification and licensure. This program has four major components: initiating a dialogue with the American Psychological Association (APA) and the National Association of Social Workers (NASW) about the implications of licensing laws for sociologists; encouraging initiative in the consequences of certification and licensure for the development of the social and behavioral sciences; developing a network of state monitors charged with tracking licensing legislation in their states; and establishing a formal certification program. Three of these matters received attention at the most recent Council meeting in early February.

The network of state monitors was not discussed, but the Executive Office has been in the process of recruiting monitors over the past year. The funding board of the Midwest Sociological Society has been particularly helpful in identifying potential monitors in its region. At present, 20 monitors have been appointed (see page 3) and new volunteers are being sought for unrepresented states. Although sociologists with established contacts among their state legislators may find the role easier to fulfill, all volunteers are welcome. Initial experience with the monitoring program has shown that its success will depend on the energy and commitment of sociologists in individual regions.

At its February meeting, Council considered preliminary drafts of two letters. One is to go to APA and NASW; it was approved in draft form. The other letter was to be sent to the Chronicle with the intention of scheduling a preliminary meeting between ASA’s President and Executive Officer and representatives of APA and NASW. One of the issues to be explored in the ensuing dialogue is the question of admitting people with training in sociology to social work and psychology licensing examinations. The second letter also was approved in principle and is to go to the appropriate representatives of various organizations such as the National Science Foundation, National Research Council, Social Science Research Council, etc. It asks these groups to consider establishing working groups to investigate the consequences of widespread licensure for the development of the social sciences.

New Award for Distinguished Career in Practice of Sociology

At its February meeting, ASA Council unanimously approved a proposal for a new ASA award. The award will be known as the Distinguished Career in Practice of Sociology. The nominations and selection will occur in the summer of 1985, with the first award presented at the 1986 annual meeting in New York.

An ad hoc committee drew up the proposal and the definitions and eligibility criteria associated with the award. The committee included:

- Albert Gollin, Newspaper Advertising Bureau, Chair;
- Martha E. Burt, Urban Institute;
- and David Myers, Decision Resources.

The following definitions and eligibility criteria were adopted by Council and will be used in making the selections for the first award:

Career—For the purposes of this award, a “career” shall be taken to mean not less than a decade of full-time work involving research, administrative or operational responsibilities.

Settings—The work can have been carried out as a member of or consultant to private or public organizations, agencies or associations, or as an independent practitioner.

Distinguished Contributions—Among the prime hallmarks of accomplishment are these:

(a) Work that has facilitated or served as a model for the work of others engaged in sociological practice, i.e., the application of sociological knowledge, concepts or methods.

(b) Work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole.

(c) Work that has been honored or widely recognized outside the discipline (locally or nationally) for its significant impacts, particularly in advancing human welfare.

In addition, Council considered the certification program developed by the Ad Hoc Committee on Certification. A report on the proposed program was accepted by Council at its August meeting in San Antonio, but detailed consideration was deferred until February. In the interim, feedback was sought from the membership.

In all, the Executive Office received approximately 85 letters commenting on the certification proposal. Some focused on major difficulties or shortcomings of the program, while others expressed concerns about more minor features. Categorized in terms of their attitude toward certification, 44% of the letters clearly favored it while 26% opposed it and the remainder expressed no opinion on the general desirability of certification or were antithetical about it.

Once the letters of commentary arrived at the Executive Office, a detailed summary was circulated to all members of the Ad Hoc Committee on Certification. On the basis of this summary, the Committee decided to modify its initial proposal in a number of respects. The modifications deal with three matters clarifying certification criteria, areas of specialization at the PhD level, and bureaucratic requirements (i.e., fees and letters of recommendation). The Committee prepared a second report summarizing the program, members’ comments and the

See Council, page 2

A Capital Welcome!

Dr. William E. Fauntroy, U.S. Capitol

Greetings. It is my pleasure to welcome the American Sociological Association to the Nation’s Capital on the occasion of your 55th annual meeting.

In bringing together sociologists and social scientists from across the country, your meeting affords them the opportunity to exchange ideas and share the latest developments in the ever-changing field of social science.

I trust that your members and convention participants will find this year’s meeting both enlightening and productive. As the Representative of the District of Columbia in the Congress, I hope you will find time to enjoy the sights and sounds of our city.

You have my best wishes for a most successful meeting.

Walter E. Fauntroy
Member of Congress
Annual Meeting

The new deadline for the ASA Medical Sociology Section session, "Discrimination in Progress," during the Annual Meeting is May 1. Send one copy each of all your submissions to: Janet Gunn, NMSU, 130th St. 20, Las Cruces, NM 88003; (505) 646-2939. The deadline for the 1985 Annual Meeting will be the same.

ASA FOOTNOTES

Footnotes usually are limited to five lines of type. They should be arranged in order of appearance in the text. Each note should be single-space.

Preprinted titles should be limited to 100 words. "Discrimination," "1980 Census," "The Ethics of," and "Criminal Justice" are examples of preprinted titles. When the title is not preprinted, a dash must appear after the number (e.g., 1980 Census on p. 120).

Permission for use of preprinted titles is obtained by licensing the ASA to copy the material.

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Council from page 1

Sociologists Receive Fellowships

Four sociologists were among 15 recipients of the Rockefeller Foundation’s national Minority Group Scholars Fellowships for 1984. The four were selected from a pool of 113 applicants who will be part of a program’s continuing emphasis on understanding and redressing the problems faced by minority groups in the U.S. The sociologists and their research topics are:

Walter R. Davis, Assistant Professor and Chair, Department of Sociology, Tougaloo College, The "Professional Socialization Experience of Minority Medical Students";

Isaac D. Mouton, Assistant Professor, Department of Sociology, Morehouse College, "Family Relationships, Family Structure and Intergenerational Mobility";

Melvin L. Oliver, Assistant Professor in the Department of Sociology, University of California-Los Angeles, "Urban Social Structure of Urban Black Social Support Networks";

Charles B. Smith, Associate Professor and Chair, Department of Sociology, Mount St. Mary’s College, "The Conceptualization of Individual and Institutional Integration in a Northern City: A Longitudinal Analysis of the Impact of the Internal Civilian Holocaust." (Initiated in 1979, the fellowship program has granted more than 30 research stipends for projects ranging from education and government to employment, housing and urban crises. While the deadline for the 1985 competition has passed, any questions for future awards can be sent to Research Fellowship Program for Minority Group Scholars, Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036; (212) 680-6500.

Suggested modifications for Council’s February meeting. On the basis of this report, Council approved the certification program as modified. During the next few months, standing committees will be established for each area of PHD certification. These groups will be charged with writing up detailed procedures for their areas of specialization. In addition, an ad hoc committee will be appointed to develop the master’s degree program.

At the PHD level, the newly-approved certification program consists of a set of procedures that serve as the basis for certification in six specialty areas: research methodology, law and social control, medical sociology, organizational analysis, social policy and evaluation research and social psychology. The first area was added in light of member comments. These two areas represent domains in which application of sociological knowledge is well-developed and a substantial applied literature exists. They are defined in terms of content rather than particular research strategies because basic sociological methodologies are equally applicable to a broad range of topics. Although the specialty areas are closely distanced, they are not meant to be mutually exclusive. In some instances, therefore, whether certification is sought in one area or another is a matter of individual choice. For those seeking certification in several areas, certification and recertification fees for areas other than the first are reduced significantly.

Regardless of the area in which certification is sought, the general requirements are the same. Requirements are equivalent to those of allied disciplines and are as follows:

1. A Ph.D. from a regionally-accredited institution. This training should be in an advanced methodology track and include courses central to the area in which certification is sought.

2. At least two years of post-doctoral experience in the appropriate field of specialization. In most instances, the experience must be obtained outside of the university, under competent supervision, in an organization concerned with application of social science knowledge.

3. Demonstrated professional competence.

4. Submission of three letters of recommendation, one of which must be from a member of the Association.

5. Full membership in ASA and explicit agreement to adhere to the Association’s Code of Ethics.

For applicants who meet all of the above requirements except that of experience, a two-year ‘Provisional Certification’ is provided.

Once approved for certification, applicants will be issued a certificate that is valid for two years. Upon payment of an appropriate fee, and completion of any requirements for continuing education that may be mandated, certification will be renewed for additional two-year periods. The certification is not reevaluated at the master’s level, since most programs stress exposure to an array of sociological specialties rather than in one area of study. Training in major sociological methodologies and research strategies, on the other hand, tends to be thorough and rigorous. Moreover, such training represents the discipline’s strong suit, as social research skills are sought after and valued by many employers in the applied arena. Although such skills include those essential for research pre-se, broader analytic and problem-solving skills are also part and parcel of training in sociological methodology. The latter are useful in a wide variety of occupational contexts ranging from corporate management to social service agencies.

Since evidence of sound methodological training might provide master’s and doctorate students with a competitive edge in a tight job market, ASA Council resolved to use the designations "Applied Social Research Specialist" and "Certified Sociologist with master’s degree" to assist in the primary purpose of doing so is not to certify researchers, but to give formal recognition to a set of research-related analytic skills that are useful for a broad spectrum of occupations.

Certification at the master’s degree level is to be evolved around familiarity with several sociological research and data analysis strategies. More specifically, applicants for certification will be required to demonstrate proficiency in:

1. A master’s degree in sociology, or its equivalent in another social science, from a regionally-accredited institution.

2. The equivalent of one year of experience in data collection and analysis. This year will have been acquired during the process of fulfilling requirements for the B.A.M.S. and M.A.M.S. degrees.

3. Three letters of recommendation.

4. Full membership in ASA and explicit agreement that one will adhere to ASA’s Code of Ethics.

5. Successful completion of a written examination.

The examination is to be consistent with a committee of the Society, which is composed of all members, will focus on essential methodological and statistical procedures. In addition, applicants will complete one of four elective examinations in survey research, demographic techniques, advanced quantitative analysis (e.g., multivariate regression analysis, etc.), and qualitative analysis (e.g., case studies, organizational analysis, etc.). For practical purposes, both parts of the examination will consist of multiple choice questions, but they will be sufficiently rigorous to ensure that general analytic ability and professional competence.

ASA’s new certification program is not an end in itself, but a means to an end. That is, its purpose is to provide a tool that various groups can use to advance their own and the profession’s prospects. State groups trying to win approval of formal licensing may find the existence of a model program of benefit. In addition, certification should provide an additional qualification and identifying characteristic that will assist sociology graduates in dealing with the pressures of a highly competitive job market.

A detailed outline of the certification procedures is available from the Executive Office. Direct requests to: Bettina Huber, American Sociological Association, 1722 N Street NW, Washington, DC 20036. (See related story, page 3)

Award, from page 1

Council also approved the ad hoc committee’s recommendation that the committee chair and at least half of the committee’s members represent the “unacademic” sector of ASA membership, i.e., those with extensive experience working in applied settings or as sociological practitioners. President Kai Eriksson has appointed the following selection committee: Albert Collins, Newspaper Advertising Board; Jerome McCarthy, University of Minnesota; Paul Maynard, University of Minnesota; Larry Suter, National Center for Educational Statistics; and Yokelina Wesley, Equitable Life Assurance Society. The committee is now soliciting nominations for the 1986 award. Use the form below to submit nominations. The Committee will be in contact for supporting materials that clearly document the contributions of the nominee.

Upon receiving confirmation of Council’s action, Gollin commented: “With the establishment of this career award, we can now give recognition to sociologists who have been exemplars of the craft of sociological application.

I can think of many now deceased whose names would have been high on anyone’s list of deserving candidates. Outside academia, there was Stuart Rice, famed for his policy skills in and out of government; Barney Berelson, in communications and population programs; and Donald Young, in the foundation world.

Then there were some in academia who achieved entrance off campus as well: Paul Lazarsfeld, in advertising, marketing and the mass media; and Sam Stouffer, in war military organization and mass power.

Sociology gained significantly in public esteem from the labors of such men. Now we can acknowledge similar achievements of those who are still among us.” —CBH

The Selection Committee for the ASA Distinguished Career Award for the Practice of Sociology invites nominations for the Award, which will be conferred in 1986. This deadline permits the Committee adequate time to collect supporting materials on nominees and to notifying the winner a year in advance of the award ceremony.

The nominees should have at least a decade of full-time work (involving research, administrative or operational responsibilities). The work should have been carried out as a member of or in consultation to provide or public organizations, agencies or associations, or as a hobbyist. The work should have been recognized at a level for work of others engaged in sociological practice, as work that has advanced the utility of sociology and/or work that has been widely recognized outside the discipline.

I request nominations as late as June 30, 1986, using the form below.

Return by June 30, 1986 to: Albert E. Gollin
836 Central Park West #12E
New York, NY 10025

I nominate the following person as a candidate for the 1986 ASA Distinguished Career Award for the Practice of Sociology:

Name:

Address:

I have included a statement documenting the nomination in terms of the Award criteria. I can be reached at the address below to provide supporting materials.

(Paid text)

(Address)

(Signature)
State Licensure Monitors Appointed; More Volunteers Needed to Serve

About a year ago, ASA Council decided to appoint one or more ASA members in each of the 50 states to act as the Association’s monitors or representatives with regard to licensing issues. Monitors are responsible for keeping track of current and pending legislation, as well as knowing about the hiring guidelines of public agencies that employ sociologists. Should laws or hiring regulations be promulgated that run counter to the profession’s interests, monitors are responsible for alerting colleagues and orchestrating opposition or organizing support for desirable policies and procedures. Wherever possible, ASA will provide state membership lists, the names of sociologists in other states who have dealt with similar problems and expert testimony when it is deemed appropriate.

The following people (listed alphabetically by state) have been appointed monitor state monitors during the past 12 months.

William D. Lewis, Chair, Department of Sociology and Social Work, Alabama State University, Montgomery, AL 36121
John S. Miller, Associate Dean, College of Liberal Arts, University of Akron, Akron, Ohio 44325
Larry P. Smith, Chair, Department of Social Work, Little Rock, AR 72204
Joseph W. Soto, Vice President for Legislation, California Women in Higher Education, 1182 Escondido Avenue, Berkeley, CA 94708

t memberId: 1980, Gift to General Program, Box 125, Wesleyville University, New Haven, CT 06519
Glen H. Corwin, Kenney, Corwin & Warren, P.C., Suite 289, 5200 Virginia Avenue NW, Washington, DC 20007
William M. Cross, Department of Sociology, Illinois College, Jacksonville, IL 62650
R. Dean Wright, Department of Sociology, Drake University, Des Moines, IA 50311

Miyamoto Named to HHS Advisory Council

S. Frank Miyamoto, PhD, Professor of Sociology at the University of Oregon, Portland, Oregon, has been appointed by Secretary Margaret M. Heckler, Department of Health and Human Services, to the National Advisory Council on Mental Health Administration. He is also the Director of the National Institute of Mental Health.

Miyamoto received his BA and his MA degrees from the University of Washington and his PhD from the University of Chicago. His professional experience includes Assistant Dean and Acting Dean, College of Arts and Sciences, University of Washington, Chair, Department of Sociology, University of Washington, Research Consultant, Mental Health Research Institute, Department of Psychology, Institute of State or Washington; Consultant, Veterans Administration Hospitals, Seattle and American Lake; and, from 1945-1946, Assistant Professor to Professor, Department of Sociology, University of Washington. From 1942 to the present, Miyamoto has also been Chair and Research Committee for the U.S. Commission on Wartime Relocation and Internment of Civilians. He has served on various university and dean’s committee in connection with ethnic studies, minority faculty and minority students in graduate programs at the University of Washington.

His professional memberships include the American Sociological Association, the Pacific Sociological Association and the American Association for the Advancement of Science. His research and teaching specialties are in social psychology, collective behavior and race and ethnic relations.

Miyamoto’s appointment is a welcome one because of his expertise in the behavioral sciences and his experience with other Public Health Service committees, such as the NIH Behavioral Sciences Study Section, the NIMH Social Sciences Research Review Committee, and the NIH Research and Development Board Committee. He has served as Technical Consultant to the Center for Studies of Minority Group Mental Health, NIMH.

Yugoslav Sociologists Sentenced

Three participants in an unoffcial sociological seminar in Belgrade, Yugoslavia, have been sentenced to serve terms in prison for “disseminating hostile propaganda.” Two other defendants in the case have been granted separate trials on “complicity” charges and charges against a sixth defendant have been dropped for lack of evidence.

Sociologist and former Brandeis University student Milan Nikole, 15, was given an 18-month sentence in his case; his conviction was based on a taped tape which was given to Brandeis, which was discussed in the seminar and presented as evidence in the trial. The six defendants were arrested in April 1984 during a seminar meeting that featured author and dissident Milovan Djilas, who was not arrested.

Although the sentences were considered milder than usual, Yugoslav dissidents and Western supporters see the trial as an indication of a crackdown on intellectuals. At the sentencing, the ASA issued a statement calling for the scholars to be released and defending freedom of speech for sociologists and scholars in general. To support this effort, contact: ASA Executive Officer William V. D’Antonio.

Discount Air Fares for Annual Meeting Travel

The American Sociological Association is pleased to announce that Karson Travel has been appointed travel coordinator for the 1985 ASA Annual Meeting to be held in Washington, DC, during the dates of August 26-30, 1985. It has made special arrangements to offer discounted airfares on major airlines for our attendees and exhibits.

- Sits up to 45% on airfares
- Flexible travel dates
- No advance booking or cancellation restrictions
- Fares have been quoted on a general public basis.

Although this discount offer is available for travel on major airlines, Karson Travel’s computerized reservations system can arrange air transportation for any 1985 ASA Annual Meeting flight from any city on all carriers at the lowest applicable airfare.

Special 1985 ASA Annual Meeting airfares are available through Karson Travel. Ask for the special fare from your hometown! Just call either of the Karson Travel reservation numbers between 9:00 a.m. to 5:00 p.m., Monday through Friday.

Nationwide: 800-645-2182
New York: 212-764-5000

Call us as soon as possible to secure the best arrangements into the busy Washington, D.C. area... fill out and mail to: Karson Travel, 3135 Long Beach Road, Oceana, WV 15372.

Workshop on Graduate Education

The ASA Teaching Services Program will hold a workshop on "Strengthening Graduate Education in Sociology" on May 30-June 1, 1985 at Indiana University in Bloomington, IN. At this workshop, participants will review curricula and requirements in graduate sociology; discuss and evaluate effective roles for directors of graduate studies and departments; consider the role of university-wide graduate committees; identify special challenges faced by graduate sociology programs; develop ways to teach graduate students the skills and competencies that are required to teach successfully; and develop and implement effective programs for graduate faculty and for contact with alumni teaching in secondary schools or working in sociological practice; enhance the special role of the small PhD or terminal MA graduate program.

The staff for this workshop are: Maurice Garnier, Indiana University; Paul Gray, Boston College; Carla H. Hoey, Harvard University; and Perse Pollock, New York University; Kathryn C. North, University of Illinois-Chicago. The fee for the workshop is $145 for ASA members and $245 for non-members. The fee includes round-trip transportation, materials, lunch and coffee breaks. A $50 deposit is due with the application, due by April 15, 1985. Applications are due at the ASA Executive Office by April 30, 1985.
Organized Crime-Syllabus Requested

The International Association for the Study of Organized Crime is compiling a syllabus for use in training law enforcement on organized crime. The Association plans to publish this syllabus in 2013. They are seeking to find people with experience in this field to help prepare the syllabus.

Information on Stem Cell Research

The National Institutes of Health (NIH) is planning a summit on stem cell research. The summit will be held in Washington, D.C., on June 26-27, 2013, and will focus on the latest developments in stem cell research and its potential applications in medicine.

Narrows on Communication Needed

Articles that have character development of the kind of information about the depiction of characters in the context of real-life situations, including interactions between individuals, are needed.

Teaching Materials Needed

The ASA Teaching Resources Center offers over 60 titles about the teaching of sociology. The collection is continually updated and improved. The Center also looks for new publications and has several products under development. They are seeking publishers to submit the following:

1. A list of materials that are used in classroom instruction or in research.
2. A list of materials that are used in professional development or in research.
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Assessment Clearinghouse

The ASA Clearinghouse for Environmental and Student Development Assessment (SEA) is a valuable resource for faculty, staff, and students. It provides a comprehensive collection of research and development resources in the areas of environmental and student development. The Clearinghouse is designed to support faculty, staff, and students in their efforts to improve the learning environment and to promote student success. It contains a wide range of materials, including research articles, teaching strategies, and student success tools.
Dispute Resolution Gains Ground
by Mario R. Vale

Since the early 1970s, increasing attention has been given to alternative forms of dispute resolution. Throughout the country, states and federal courts have been asked to consider, and in numerous cases have passed, legislation creating new forums for nonadversarial dispute resolution. For instance, the criminal procedure law in New York State, which became effective Jan. 1, 1970, contains provisions for juries in contemplation of dismissal on condition that disputants participate in a dispute resolution. In California, mediation is mandatory in certain child custody cases. In May 1983, the California legislature passed a resolution endorsing the "in- formation of conflict resolution learning programs as part of the basic school curriculum in kindergarten and grades 1 to 12, inclusive.

"Where is the Modern Sociology of Conflict?" Shortly thereafter, Louis Cooper made an invaluable contribution to this sociological thinking on the functions of conflict. Interest in conflict again increased, and sociologists have more carefully devoted their attention to it in recent years. Today, it is widely accepted that sociologists have much to contribute to the study of conflict and its resolution. Sociology is confronted with a major challenge by the proliferation of current activities in alternative dispute resolution. In short, a new landscape is being com- piled.

Alternative dispute resolution efforts in the form of courses, cur- ricula and programs are under way from coast to coast although cur- rently there are no precise num- bers and forms available on this trend. The multitude of efforts in the country are at different stages of development and reflect diverse, multidisciplinary work.

What does exist, however, is a pursuit with tremendous en- thusiasm, energy and creativity in teaching, research and service de- velopment. In the face of the ratio of current alternative dispute resolution efforts, it is virtually impos- sible for sociologists to ignore any of these areas. Current develop- ments will affect the way conflict and related activities are understood, taught, researched, and resolved.

For sociologists, the emerging and ever-growing area of dispute resolution requires some important issues. First, what will sociology's role be in what is clearly evolving as an interdisciplinary area? Certainly, the main focus should be on the objective basis of social con- flict, but that does not preclude sociologists from enhancing the understanding of conflict in other ways without expanding into di- verse areas of human behavior.

Specific courses in sociology have to be updated. One of the main courses which comes to mind in Sociology of the Family; divorce mediation and gaining momentum and transforming the way in which we couple and understand their differences. In fact, new legisla- tion is making a significant impact on child custody matters. Courses in Criminology and Juvenile De- delinquency should reflect the pro- found impact of alternative dispute resolution efforts on how cases are processed.

The implications of the alternative dispute activities are pro- found for those interested in the Sociology of Professions. At least one group of professional mediators, namely, attorneys, are rapidly emerging. While mediators have long inter- vened in labor-management dis-putes, the proliferation and di- verse use of mediation in areas such as family, divorce, environment, labor, education, real estate and school districts is a new phe- nomenon. At major national con- ferences throughout the country, recurring forums and discussions are centered around the application of mediation. The growth of the field is evident and equally impressive.

(“Dispute Resolution” by Mario R. Vale, 1985)

It Did Not Compute—Sorry!
The ASA Executive Office extends an apology to members who paid their dues and yet received a "final and final" notice for membership renewal. We are trying to get our computer to speed up and make sure that renewals are processed quickly when they come in the office.

We are now reviewing the entire membership renewal procedure and implementing recommendations from the ASA Membership Committee. You have been heard! It was never our intention to antagonize members with multiple mailings that cost us precious time and postage costs. We trust you will find our new procedures, to be unveiled in September, an improvement.

Association Officers

The 1985 officers of the Wisconsin Sociological Association are: President—Richard H. Bader, University of Wisconsin-Whitewater; President-Elect—Thom Fiedler, Carroll College; Secretary-Treasurer—Gail Skelton, University of Wisconsin-Platteville; Editor, Wisconsin Sociologist—Charles S. Green IV, University of Wisconsin-Whitewater.

ASA Award Open

The ASA Award for a Career of Distinguished Scholarship is an annual award for sociologists who have shown outstanding contribution to the profession of sociology and whose cumulative work has contrib- uted to the advancement of the discipline. Nominations are open for the 1985 Award. Recipients of the award will be announced at the ASA An- nual Meeting and will receive a certificate of recognition. Members of ASA or other interested parties may submit nominations to Rita J. Simon, School of Justice, American University, 4400 Massachusetts Avenue, Washington, DC 20016.

Summer Internships Open with ASA Office

The American Sociological Association seeks interns to work on special projects for the summer of 1985. One intern will work 8:30-4:30, Monday through Friday. The intern will be under the supervision of professional sociologists. Students can perhaps arrange for credit for their work through their home institutions. There is a stipend of $500 for 11 weeks of work. Applications must be re- sent to Carla B. Howry, American Sociological Fall 2002 122 N 20th St NW, Washington, DC 20036 (202)883-5410

Papers/Abstracts Due May 3

Authors are reminded that papers and abstracts accepted for presentation at the Annual Meeting must be in the hands of ASA no later than May 3. If you have not sent them to the Executive Office by that date, please do so by the deadline.
Proposes Policy-Related Research Directions

by Bettina J. Haken

At its January 1984 meeting, ASA named President, James Shortt, to establish a "Commission on Sociology and Public Policy." So far, the Commission has been working quietly, but it is now clear that the American society would benefit greatly from the Commission's efforts to coordinate the activities of sociology and public policy. The Commission's December meeting is open to all sociologists interested in the relationship between sociology and public policy. The meeting will focus on the Commission's ongoing efforts to develop a framework for understanding the relationship between sociology and public policy.

The Commission's initial research work was focused on the "sociology-to-practice" gap, which has been identified as a significant area for improvement in sociology. The Commission's research work has been successful in identifying key areas for improvement, and it has also produced a number of recommendations for action.

The Commission's research work has been well-received, and it is hoped that it will continue to be active in the future. The Commission's next meeting is scheduled for January 1985, and it is expected that the Commission will continue to focus on the "sociology-to-practice" gap and to develop a framework for understanding the relationship between sociology and public policy.

Commission Proposes Policy-Related Research Directions

The Commission on Sociology and Public Policy has proposed a series of policy-related research directions. These directions are intended to help sociologists better understand the relationship between sociology and public policy, and to develop strategies for improving the relationship between sociology and public policy.

1. The Commission proposes to develop a series of case studies that will examine the relationship between sociology and public policy in specific areas. These case studies will be used to identify key areas for improvement, and to develop strategies for improving the relationship between sociology and public policy.

2. The Commission proposes to develop a series of policy briefs that will summarize the Commission's research work and provide recommendations for action. These policy briefs will be used to inform policymakers and other stakeholders about the Commission's research work and to develop strategies for improving the relationship between sociology and public policy.

3. The Commission proposes to develop a series of workshops that will provide opportunities for sociologists to engage with policymakers and other stakeholders. These workshops will be used to develop strategies for improving the relationship between sociology and public policy.

4. The Commission proposes to develop a series of conferences that will bring together sociologists, policymakers, and other stakeholders to discuss the relationship between sociology and public policy. These conferences will be used to develop strategies for improving the relationship between sociology and public policy.

The Commission on Sociology and Public Policy is committed to developing research that will help sociologists better understand the relationship between sociology and public policy, and to developing strategies for improving the relationship between sociology and public policy. The Commission is dedicated to working with sociologists and other stakeholders to develop research that will help to improve the relationship between sociology and public policy.
Teaching Benefits Faculty, Students, Curriculum

By Carla B. Hornsey

Team teaching is a method used by teachers in elementary and secondary schools that allows for the generation of many positive results. Students can learn from these experiences and experiment with one or more models of team teaching to enhance their professional development.

Team teaching is a simple division of duties among the partners with minimal interaction. New teaching methodologies can be added to the curriculum more frequently in the classroom and in regular planning sessions. This arrangement requires mutual agreement upon a set of specific educational objectives. Regular planning sessions allow time and expertise available to a knowledgeable team to discuss the extent to which these goals are being met. Each team member can identify a specific area in which feedback is needed (e.g., “I need your help with group discussion” or “I’m having trouble with this teaching tool”). In short, the “problem” team members identify problems “publicly” between them, and there is a provision to keep it on their agendas. Because the team members are in a teaching situation when the feedback is given, they can act on the feedback in a purposeful way and see the results.

Team teaching has no exclusive norms. However, the approach can be very rewarding for both students and teachers. This is evident in the following example, which is an excerpt from a research study.

The Negotiated Order

When sharing ideas, the team is trying to recognize the strengths and weaknesses of each partner in the collaboration. The team is able to share their experiences and expertise and is able to provide feedback in a timely manner, which can be very beneficial to the team's effectiveness.

Team teaching is particularly useful for students in a classroom setting, as it allows for the integration of knowledge and skills from different disciplines. It is also an effective method for students who are used to working in a group setting, as it encourages collaboration and communication among team members. Team teaching is an effective way to provide educational opportunities that are not available in a traditional classroom setting.

Benefits for Students, Faculty and the College

Because team teaching can take on a variety of forms, and serve many purposes, it is not a method that inherently produces increased student learning, as measured by traditional grading procedures (Collard, 1976). The gains for students were not statistically significant, but the students were more active in learning, and the team teaching had a positive impact on their overall academic performance.

Team teaching offers a variety of benefits for faculty as well. For example, it can provide a more collaborative environment, allowing faculty to share ideas and resources, and to work together on common projects. It can also provide a more flexible learning environment, allowing students to choose the learning style that works best for them. Team teaching can also help to reduce the workload of faculty, as it allows for the sharing of responsibilities.

Team teaching can also benefit the college, as it can help to improve the overall quality of education. It can also help to attract new students to the college, as it provides a more diverse and dynamic learning environment. Team teaching can also help to save the college money, as it can reduce the cost of education by allowing faculty to share resources.
Minority Sociologists and Their Status in Academia

Despite a decade of affirmative action, and modest gains between 1970 and 1979, the minority presence in academic sociology remains distressingly small. Imperfect data currently available suggest that academic sociologists are whites among those entering the field.

Data

With the exception of Table 5, the data summarized here are drawn from figures compiled by the National Research Council of the National Academy of Sciences. Most of the material presented is the product of a special criminologists and urban/regional planners.

In addition to sampling problems, figures for individual minority groups are plagued by definitional problems. The definition of "Hispanic," in particular, has been inconsistent until very recently. As a result, what is included in the Hispanic, Black and American Indian categories is ambiguous in many cases. Further, figures for Asian Americans and Hispanics should be used cautiously because in compiling them, no clear distinction is drawn between native and foreign-born. Such a bias of foreign nationals has the effect of making minority representation appear larger than it is. Moreover, differences in career patterns are masked by the lack of distinction between newly-arrived and long-term residents. Nigg and Axelrod (1981) found such career differences between Mexican-Americans and other Hispanic sociologists working in the western United States.

These definitional difficulties do not detract from the trend, however, that the number of PhDs granted to minorities has been increasing in all groups, with the exception of Blacks. Between 1970 and 1979, the number of PhDs granted to Hispanics increased from 20 to 81, to Asians from 23 to 126, and to American Indians from 11 to 78.

Doctorate is approaching that of the White majority, but far too few minorities reach this stage. Despite growth in minority graduate enrollments and an appreciable increase in the number of doctorates awarded to members of ethnic minority groups, no more than 12% of the PhDs granted during the early 1980s were awarded to minority scholars. This represents a 5% gain over the early 1970s, but lag for behind the minority proportion of the population; in 1980 Blacks, Hispanics, Asians, and American Indians were estimated to represent 12% of the U.S. population. This continuing under-representation is disturbing because there has been a significant reduction in the pool of prospective minority graduate students, due to a disproportionate decline in college enrollment among minority college-age students. Since 1977-78, the rate of college enrollment among Black 18 and 24 year-olds, for example, has dropped from 22 to 29%, while the proportion for college-aged whites has remained at 52%. In large part, the drop in minority college enrollment may be a consequence of recent movement away from need-based financial aid (Benner, 1984).

TABLE 2: DISTRIBUTION OF PHD SOCIOLIGISTS BY RACE AND TYPE OF INSTITUTION (1985)

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Hispanic</th>
<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>65</td>
<td>66</td>
<td>64</td>
<td>61</td>
<td>57</td>
</tr>
<tr>
<td>Medium College</td>
<td>30</td>
<td>34</td>
<td>29</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Small College</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td>116</td>
<td>104</td>
<td>106</td>
<td>107</td>
</tr>
</tbody>
</table>

Source: National Science Foundation's Survey of Doctorate Recipients.

Minority Faculty Distribution

According to figures compiled by the National Research Council, Hispanic and Black sociologists accounted for 9% of the PhDs in sociology in 1971, of the faculty in academic sociology departments. Among academic faculty, 0.4% are identified as American Blacks, 2.3% as Hispanics, and 3.3% as Asians. Sixty-eight percent teach at universities and 30% at other institutions. The figures for Hispanics and Blacks are most frequently concentrated at PhD-granting universities, while Asians are overrepresented in universities without PhD programs. In addition, Asians and Blacks are overrepresented at four-year colleges. This is a trend that has accelerated over the years and is due to minority representation's becoming more prevalent and research-oriented. This is most apparent among Asians. In addition to being overrepresented in institutions of lower rank, minorities are also underrepresented in certain regions of the country.

TABLE 3: DISTRIBUTION OF ACADEMICALY EMPLOYED PHD SOCIOLOGISTS BY GEOGRAPHIC REGION AND RACE (1983)

<table>
<thead>
<tr>
<th>Geographical Region</th>
<th>Hispanic</th>
<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>1,100</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Midwest</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>South</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Pacific</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,100</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>


Numerically, however, as well as by race, academics are located in the Middle Atlantic and South Central regions. There are an exception to the general pattern in that only 32% are located in the Middle Atlantic while Asians were in the South, with 38% in the Pacific region. Both Asians and Blacks are overrepresented in the Pacific region, according to Table 2, while the latter are also dis proportionately represented in academic sociology departments.
Minorities, from page 9

the East South Central states. In addition, Hispanics are overrepresented in the Mountain states and American Indians are live only group with a disproportionate clustering in Arkansa, Louisiana, Oklahoma, and Texas. This pattern of findings suggests that academies belonging to particular minority groups tend to cluster in their areas of traditional concentration.

Andeline Raby

In 1981, minorities accounted for 7.6% of all Full Professors of sociology, 10.3% of all Associate Professors, 7.5% of all Assistant Professors, and 6.4% of all Instructors at these institutions. Thus, given their availability (i.e., 9% of all PhD sociologists), minorities appear to be underrepresented at the Full and Assistant Professor levels and overrepresented at the Associate Professor level.

A clearer picture of inequities in the academic status of minority sociologists emerges from Table 4, which compares the white academic rank distribution with that of various minority groups. The last part of the table compares the various distributions without controlling for PhD cohort. Taken together, the minority rank distribution is equivalent to that of whites, as the value of Cramer's V indicates. There are considerable differences between minority subgroups, however. The proportion who are Associate and Full Professors is higher among Asian Americans and among whites, while the proportion among blacks and Hispanics is roughly equivalent (i.e., 69% and 66%). Hispanics and American Indians, in contrast, are underrepresented among Associate and Full Professors. These findings must be viewed with caution, however, due to the data deficiencies discussed earlier.

If one controls for year of PhD, minority cohorts clearly appear more disadvantaged than their peers. The few minority PhDs in the 1950-54 cohort tend to be underrepresented at the Full Professor level. Among those receiving their degrees between 1955 and 1969, there appear to be fewer minority PhDs in academic rank. The one exception is the 1960-64 cohort, where minorities appear more likely to be Full Professors than whites.

Some minority-white differences are apparent in the two most recent degree cohorts, but their character varies. Within the 1970-74 PhD group, there is evidence that minorities are not advancing to the Full Professor rank quite as rapidly as whites. If one combines the Associate and Full Professor ranks, however, Asian Americans and Hispanics tend to be advancing more slowly than might be expected, but a higher proportion of Asian Americans are Associate and Full Professors than is the case for whites.

The gains minority PhDs have made during the 1970s were facilitated by a strong national commitment to affirmative action, but this was not sufficient to achieve parity. Diversity in the ranks of minorities is beginning to approximate that of whites. The emerging pattern in terms of rank is most apparent among those receiving their degrees after 1970 and within specific minority subgroups. American Indians and Hispanics tend to be advancing more slowly than might be expected, but a higher proportion of Asian Americans are Associate and Full Professors than is the case for whites. This pattern of inequality among minorities appears to be more pronounced among Hispanics and American Indians than among blacks.

According to Table 5, recent degree patterns vary from group to group. Among blacks, the proportion of degrees granted declined more sharply than was the case for all degrees, while Asian Americans and Hispanics, there were gains at the PhD level and either gains or no change at the MA and BA levels. Further, among blacks and Hispanic, the proportion of degrees granted as degree level increases, while among Asian Americans the opposite occurs. Given the short period of time covered by the figures, it is difficult to know whether the observed patterns and trends are merely statistical artifacts or will maintain themselves in the long term.

Table 6 summarizes the proportion of sociologists granted to individual minority groups since 1938. With the exception of Asian Americans, almost no minorities were receiving PhDs in the years prior to 1960. Thereafter, minority representation increased rapidly, with the proportion of degrees granted in any five-year period varying widely. Nonetheless, comparing Tables 5 and 6 suggests that minorities are receiving a higher proportion of the PhDs granted in sociology than in the social sciences generally.

During the 1970s, the number of sociology PhDs granted to minorities increased more rapidly than did the number of degrees granted to majority whites. Between 1970 and 1974, an average of 46 PhDs per year were granted to minority students, while during the 1975-79 period an average of 64 were granted annually. The average number of doctorates granted to whites each year also grew during the decade—from 530 to 567 per year—but at a slower rate than was the case for minorities (i.e., 7% growth versus 43.5%). The early 1980s saw a dip in the average number of degrees granted to majority whites, as well as to minorities (1981 and 1982 year respectively), but the decline was less for minority groups (12% compared to 23% for whites). Nonetheless, any year of PhDs granted to minorities is cause for concern, especially when coupled with recent reduction in the pool of potential minority graduate students. The data that the small gains of the 1970s will be reversed during the 1980s is very real and can only be avetted by aggressive recruitment of minority graduate students.

Until recently, minorities appeared to be claiming a slowly increasing proportion of the sociological PhDs granted since 1970 (i.e., 12% in the early 1980s versus 8% in 1970). This is in keeping with general trends in PhD production. According to Henr and Medfield (1980:15), the number of PhDs in sociology receiving awarded to minorities increased dramatically during the 1970s. In 1981, two-thirds of the U.S. minority PhDs had earned their degrees after 1978, as compared to 52% of whites. The likelihood that science and engineering degrees are still the greatest among blacks and small and among American Indians, 71% and 54% respectively earned during the period.

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Granted</th>
<th>Race</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Other*</th>
<th>Total Number of Cases (Cramer's V)</th>
<th>Degree of Association*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938-41</td>
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<td></td>
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<tr>
<td>1946-49</td>
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<td></td>
</tr>
<tr>
<td>1950-54</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1955-59</td>
<td>Hippie</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960-64</td>
<td>Hippie</td>
<td>100.0</td>
<td></td>
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</tr>
<tr>
<td>1965-69</td>
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<td></td>
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<tr>
<td>1970-74</td>
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<td></td>
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<td></td>
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<tr>
<td>1975-79</td>
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<td></td>
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<tr>
<td>1980-84</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1985-89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* "Other" includes Latinx, Latina, Euro-American, etc.

* For the purposes of calculating Cramer's V, the separate minority groups were combined.


* Doctorates granted to whites each year also grew during the decade—from 530 to 567 per year—but at a slower rate than was the case for minorities (i.e., 7% growth versus 43.5%). The early 1980s saw a dip in the average number of degrees granted to majority whites, as well as to minorities (1981 and 1982 year respectively), but the decline was less for minority groups (12% compared to 23% for whites). Nonetheless, any year of PhDs granted to minorities is cause for concern, especially when coupled with recent reduction in the pool of potential minority graduate students. The data that the small gains of the 1970s will be reversed during the 1980s is very real and can only be avetted by aggressive recruitment of minority graduate students.
Minorities, from page 10

degrees between 1970 and 1980. The proportion of sociology

doctorates awarded to minorities has not changed
significantly for all groups. The Hispanic proportion of
doctorate recipients has dropped slightly since 1968, but the
black proportion increased by one-twentieth of a percent.
The overall percentage of Ph.D.s granted to minorities
as a group has increased only slightly since 1968.

Comparing the proportion of minorities completing Ph.Ds
between 1968 and 1980 with their representation in the
American population, as Table 6 parimex, suggests that
African Americans as well as Native Americans and
Hispanics and Blacks are consistently underrepresented.

In evaluating the Hispanic and Asian

representation among sociology

Ph.D.s, however, it is important to bear in mind that the figures
may be artificially inflated by the influx of foreign

nationals. In the case of Asian Americans, this may
mean that the native born are even more
dramatically underrepresented than the
figures indicate.

During the first years of the 1980s, Hispanics and Blacks were
receiving a larger proportion of the Ph.D.s than during any other peri-

od since 1968, yet they can lay claim to only half as many
doctorates as predicted for the state of

alians in 1960, when minorities represented approximately 5% of

all Ph.D.s, but less so with 1970’s 8% figure.

In addition to increasing their representation in sociology de-

partments, minority faculty appear to have made gains in
terms of academic status. As a re-

sult, the minority rank distribu-

tion may be approaching that of whites, especially among recent
Ph.D. cohorts. Despite the appear-

ance of general minority progress, Hispanic and American Indians
continue to be underrepresented among Associate and Full Pro-

fessors. Consequently, continued vigilance is necessary to ensure
that minorities advance at the pace

that they should. Moreover, as the

government reduces its

role in the affirmative action area, individual departments may

take on the responsibility of ensuring that minority sociologists receiv-

emphatic opportunity to succeed in academe.

Given the modest

improvements made during the last decade, the number of minority

faculty employed by sociology departments remains far too small.

Although the aspirations of Ph.D.s
graduated to minorities appears to be higher in sociology than in the

social sciences generally, and the
growth number by 44% during the

1970s, minority Ph.D.s represented

less than half of their group’s propor-
tion of the U.S. population in 1980 (i.e., 9% versus 19%).

Moreover, during the early 1980s, these differences, which are

rates as their population propor-
tion suggests they should receive. This is the case despite a decade of

affirmative action. Under the cir-

cumstances, this is not an im-

pressive record. It raises questions

about whether even the small gains

in recent past can be maintained in

the years ahead, when affirmative action programs are likely to recede in significance.

Conclusion: Increasing Minority Representation

Preceding discussion indicates that minority sociology faculty appear
to have enjoyed some measure of academic success during the


American Indian Ph.D.’s represented 5% of all faculty employed in academ-

ic sociology. Although 9% of 1980 and 9% of the Ph.D.s granted between

1930 and 1980. The latter figure

comparing favorably with the state

of affiliations in 1960, when minorities represented approximately 5% of

all Ph.D.s, but less so with 1970’s 8% figure.

In addition to increasing their representation in sociology de-

partments, minority faculty appear to have made gains in
terms of academic status. As a re-

sult, the minority rank distribu-

tion may be approaching that of whites, especially among recent
Ph.D. cohorts. Despite the appear-

ance of general minority progress, Hispanic and American Indians
continue to be underrepresented among Associate and Full Pro-

fessors. Consequently, continued vigilance is necessary to ensure
that minorities advance at the pace

that they should. Moreover, as the

government reduces its

role in the affirmative action area, individual departments may

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emphatic opportunity to succeed in academe.

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growth number by 44% during the

1970s, minority Ph.D.s represented

less than half of their group’s propor-
tion of the U.S. population in 1980 (i.e., 9% versus 19%).

Moreover, during the early 1980s, these differences, which are

was a drop in the average number of
degrees granted annually to minorities. This is a disquieting

trend, and serves to highlight the fact that it is absolutely vital to continue increasing the number of

minority Ph.D.s. Even if all current-

ly available minority Ph.D.s are granted to minorities by 1990, they

will still be significantly underrep-

resented in academic de-

partments of sociology as
compared to their proportion of the
civilian population.

Without a marked increase in

the pool of minority Ph.D.s, true
equality in faculty being can never

be achieved. As Gerald Lieber-

man, Dean of Graduate Studies at

Princeton University, has noted: “You can talk about improving the percentage of minorities on a faculty, but that

is never going to occur unless there are large numbers of minorities in
graduate school so that...”

Table 6: PROPORTION OF MINORITY PH.D.s BY DUAL DEGREE GRANTED

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Hispanic</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>0.4</td>
<td>0.2</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Master</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0.4</td>
<td>0.2</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
</tbody>
</table>

*Source: The 1978-79 figures are from the Digest of Education Statistics, USDA.

REFERENCES


Harr, Joe R., "Women and minorities in sociology: Findings from an annual AAS audit." "ASA FOOTNOTES 3 (January 4-5)."


Rapp, Joel, "In the Shadow of the Sun, blacks work at a predominantly white college." "Chronicle of Higher Education." 1983.

Teaching Resources Group, "Is your department starting a new program, evaluating or do you want a teaching workshop on your campus? Contact the Teaching Resources Group." "Consultants on teaching." 1987.
Sociology Around the Globe

In spite of the U.S. withdrawal from UNESCO and declining funds for social science research, sociologists continue to conduct research and exchange teaching all over the world. Several members have expressed an interest in finding out about the cross-cultural research of other sociologists, to know who is working in a similar specialty or who is doing area studies in the same region of the world.

The International Sociological Association (ASA) research committees are a valuable source for scholarly collaboration with foreign scholars. North American sociologists who travel to other countries must make contacts with whom they have extended contacts. Richard Tomasek compiles information on sociologists going abroad or coming to the United States in a periodic FOOTNOTES column, "Coming and Going." The Committee on World Sociology has a set of contacts in place for various regions of the world. These U.S. sociologists serve as conduits for information about the ASA and the work of their members and, in turn, provide information about sociological work abroad.

The ASA Executive Office, upon the suggestion of Ruth Hill Ureem, is compiling a roster of sociologists with cross-cultural research and teaching interests. To be included in the roster, please fill out the form below. The roster will be ready for the 1985 Annual Meeting.

At the 1985 Annual Meeting, the Committee on World Sociology is cosponsoring sessions on area studies as well as a reception for foreign scholars who will be in attendance. For more information on the Committee's work, contact its chair, Dr. Louis Goodman, Wilson Center, Smithsonian Institution, Washington, DC 20560. The Wilson Center will be one of the sites of brief tours offered at the Annual Meeting.

8 Grants Awarded to Study Problems of the Discipline

Eight grants totaling $14,000 have been awarded by the ASA Committee on Problems of the Discipline to support work on a diverse set of topics that are relevant to sociology as a discipline. The grants will support work on economic structure and labor market outcomes, social control, fisheries sociology, women and work, and attendance at conferences on global conflicts and the rhetoric of research.

A total of 28 proposals were evaluated by the Committee composed of Michael Allen, Glen Elder, Barbara Hearn, Morris Rosenzweig, James F. Short Jr., and William P. Antonio.

Submission Procedures

Problems of the Discipline proposals must show relevance to sociology as a discipline. They may include but are not limited to an exploratory study, a small conference, travel to another country, and research on the development of a sociological perspective. A description of your research topic(s) is encouraged.

Dates of most recent visits to country or region:

Primary country or region in which you have worked or have a research interest:

A description of your research topic(s) one or two sentences:

Primary skills in sociology:

Primary specialty in sociology:

Primary country or region in which you have worked or have a research interest:

A description of your research topic(s) one or two sentences:

Dates of most recent visits to country or region:

Language Skills:

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<th>Language</th>
<th>Native/Regular</th>
<th>Fluency</th>
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Skill Level:

1 = None; 5 = Fluent

Travel Grants for Foreign Students

The ASA has received a grant to assist full-time foreign graduate students in sociological research in attending the Annual Meeting, August 26-30 in Washington, DC. The grant was made by the U.S. Information Agency through its Short-Term Enrichment Program (STEP) which is administered by the Institute for International Education. The maximum individual award is $250. The STEP awards can only be made to non-U.S. government-sponsored foreign graduate students. Recipients are eligible if they are receiving any U.S. government funds, for either academic or travel expenses. Foreign graduate students of refugee, immigrant, or tourist visa status are also eligible as are students who wereSTEP awardees in the past. Eligibility of each student will be checked with the Institute of International Education before the award is made. Students receiving awards will be required to submit evaluations of the program and their participation in it within two months of the meeting. Students who do not attend the meeting must return funds.

Foreign students can apply for a STEP award by preparing a letter outlining their eligibility and any formal participation in the Annual Meeting, stating the amount of money needed, listing their institution higher learning, and identifying their home country. The letter must be sent by July 1 to the Executive Office, American Sociological Association, 1722 N Street NW, Washington, DC 20036.
Committee on World Sociology

The Committee’s activities and plans for 1984 are summarized in the Committee’s report to the American Sociological Association at the ASA Convention. The Committee has been working with a number of organizations, including the American Sociological Association, the National Women’s Committee, and others, to promote the use of social sciences in the study of world affairs.

Committee on Sociological Practice

The Committee on Sociological Practice has been active in promoting the use of sociological methods in the study of society. The Committee has been working with a number of organizations, including the American Sociological Association, the National Women’s Committee, and others, to promote the use of social sciences in the study of world affairs.

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Representative Reports

ASA REPRESENTATIVE TO INTERNATIONAL SOCIOLOGICAL ASSOCIATION

This year’s meeting of the International Sociological Association was held in Delhi, India, in 1985. The meeting was sponsored by the Indian Sociological Association and the National Women’s Committee.

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SUMMARY OF EDITORIAL ACTIVITY
January 1 - December 31, 1984

- 458
- 229
- 129
- 37
- 5
- 57

A. Manuscripts Considered
- Submitted: 1984
- Accepted: 41
- Rejected: 229
- Returned without review: 129
- Withdrawn: 37
- Not reviewed: 5
- Total submitted: 458

B. Personnel
- Managing Editor
- Executive Editor
- Assistant to the Managing Editor
- hj

C. Production
- Production-Related Issues
- Generator: 37
- Typesetter: 37
- Proofreader: 37
- Art Director: 37

D. Board of Editors
- Members
- Term of Office
- Renewal

E. Financial
- Budget
- Revenue
- Expenses
- Surplus

Editor's Reports

AMERICAN SOCIOLOGICAL REVIEW

The Editorial Board received 422 new manuscripts in 1984; this is 47 more than were received in 1983 (375). The percentage of manuscripts accepted, however, declined from 30.2% in 1983 to 28.2% in 1984 (101). The number of manuscripts accepted for publication in 1984 was 189, which is 13 more than in 1983. The total number of manuscripts submitted for publication in 1984 was 1,012, which is 178 more than in 1983. The percentage of manuscripts submitted for publication in 1984 that were accepted for publication was 18.7%, which is slightly lower than the 19.6% accepted in 1983.

Of the 422 manuscripts submitted in 1984, 207 were rejected outright by the Associate Editors, and 175 were sent to referees. Of the 175 manuscripts sent to referees, 97 manuscripts were accepted for publication, while 78 were rejected. Of the 97 manuscripts accepted, 94 were accepted unconditionally and 3 were accepted conditionally. Of the 78 manuscripts rejected, 68 were rejected unconditionally and 10 were rejected conditionally. The rejection rate for manuscripts sent to referees was 66.7%, which is slightly higher than the 64.8% rejection rate for manuscripts submitted in 1983.

In 1984, the editorial board received 422 new manuscripts, 189 of which were accepted for publication, resulting in an acceptance rate of 43.3%. This is a slight increase from the 1983 acceptance rate of 42.7%. The total number of manuscripts submitted for publication in 1984 was 1,012, which is 178 more than in 1983. The rejection rate for manuscripts submitted in 1984 was 61.0%, which is slightly lower than the 61.4% rejection rate for manuscripts submitted in 1983.

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Reports, from page 25

We intend to strive to have a manuscript series that represents the sociological spirit of its best. The Series is an official publication of ASA, a web site which is located by ASA editorial staff and the editors of the Series, and is distributed by the American Sociological Association. The Series is designed to provide a forum for the exchange of ideas and discussion of issues relevant to the social sciences.

The Series is intended to be a place where sociologists can share their research and ideas, and to provide a venue for the discussion of issues relevant to the social sciences. The Series is also intended to serve as a resource for sociologists, as well as a way to promote sociological research and the dissemination of sociological knowledge.

The Series is published by the American Sociological Association, and is distributed by the Association's online platform. The Series is open to all sociologists, and is available online for free.

The Series includes a variety of content, including articles, book reviews, and conference reports. The Series is designed to be a platform for the exchange of ideas and the dissemination of sociological research.

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