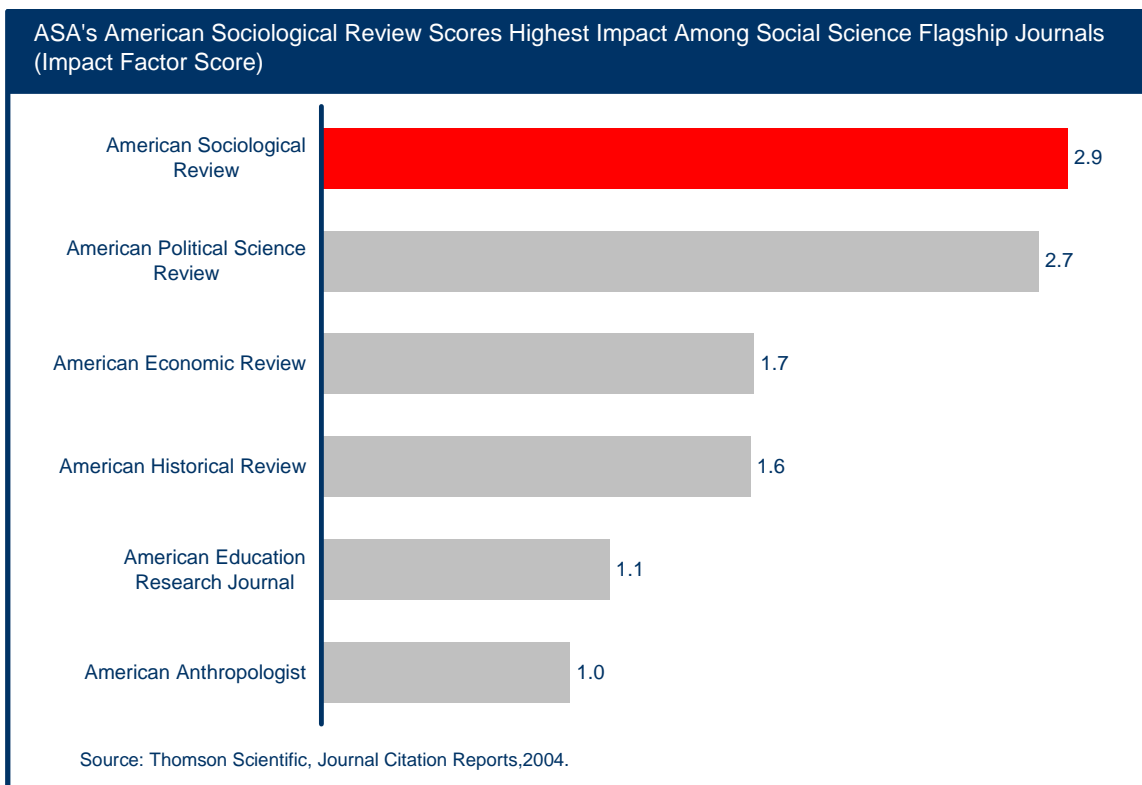


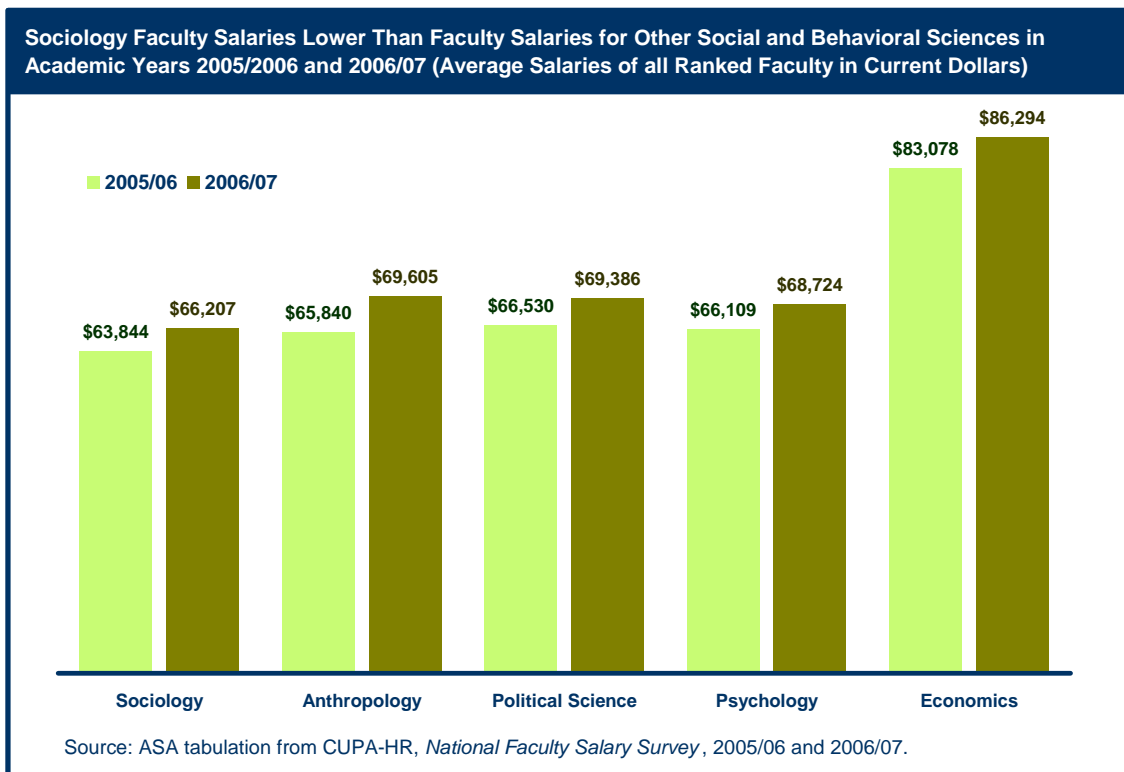
Publication in peer-reviewed journals is considered a fundamental indicator of scientific productivity as well as an essential means of communicating findings to other scholars.

The Social Science Index (SSCI), the Journal Citation Reports (JCR) (Social Science Edition) and other web-based products produced by ISI Thomson Scientific provide useful information on citation patterns of various journals and measures of journal impact and influence. The JCR Report also includes an Impact Score which is calculated by totaling the number of citations a journal's article received in the two previous years, divided by the total number of articles the journal published during that period of time. A comparison of impact factor scores across several of the top journals in social science fields indicates that the American Sociological Review, the American Sociological Association's flagship journal, lead other professional societies' flagship journals, according to this measure.



In AY 2006/2007, the average salary of sociology faculty was \$66,207 compared to the average salary for anthropologists, political scientists, and psychologists that ranged around \$69,000. Economists had the highest average salaries at \$86,294. The relatively low salaries of sociologists can be explained partly by variation in the age composition of the five disciplines. Despite these differences, sociologists appear to be underpaid.

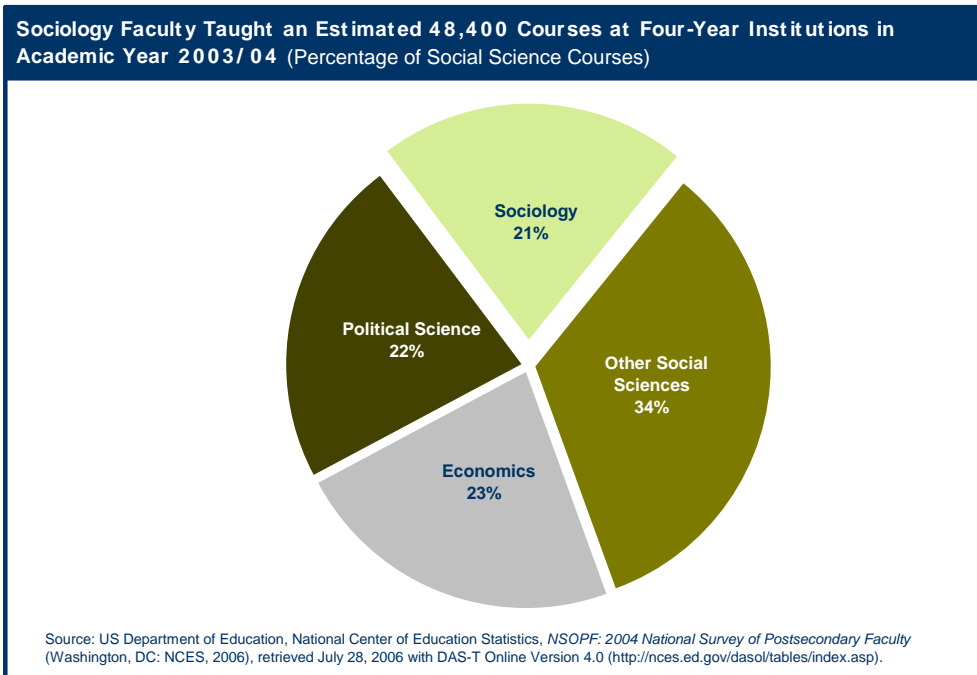
Since AY 2000/2001, the average sociology faculty salary increased by almost \$10,000, or 16 percent, in current dollars (not controlling for inflation). When salaries are controlled for inflation, there was an actual decrease of \$114 dollars during this period. Sociology saw an above inflation salary increase between AY 2005/2006 and AY 2006/2007. Despite this latest increase, sociology professors lost buying power in three of the last seven academic years and had salary increases that just kept up with inflation (.10 and .11 percent above the CPI) in two years. Aside from the 1.2 percent increase in AY 2006/2007, the only other year with an above inflation increase for all ranks of sociology faculty was AY 2001/2002.



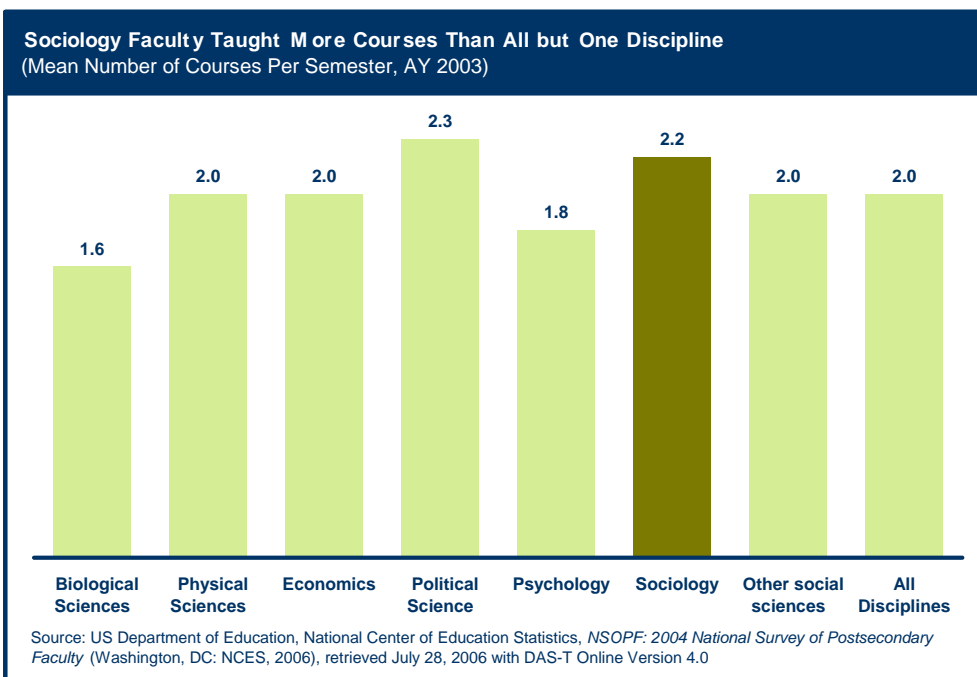
For more details of salary trends for sociology faculty, see our current salary research [brief](#).²

² Available at <http://www.asanet.org/galleries/Research/SalaryRschBrief51807.pdf>.

Faculty members in bachelor's degree-granting departments in the U.S. teach nearly 50,000 undergraduate sociology courses in an academic year, or about 21 percent of all social science courses. This proportion is comparable to other social science disciplines such as political science and economics, although these disciplines tend to have more faculty in their academic programs. On average, sociology programs require substantive core courses, as well as, at least one course each in theory, research methodology, and statistics, as part of the undergraduate curriculum.



Sociologists teach more courses per semester, on average, than economists, psychologists and biological or physical scientists.



Since 1990, the number of baccalaureate degrees awarded in sociology has increased by 70 percent from about 16,000 to about 27,000. Unlike sociology during this same period, economics has faced both declines and increases, but still has fewer graduates than in 1990.

The number of master's degrees has increased by about two-thirds.

The number of doctoral degrees awarded in sociology has increased steadily from 1990 through 2004 for an average of 470 per year in 1990-1991 to the current 598 in 2003-2004.

More information regarding trends in bachelor's, master's, and doctoral degrees awarded in sociology since 1930 can be found on our [website](#).³

Sociology Degrees Awarded Increase Since 1990 (Number of Degrees Awarded)

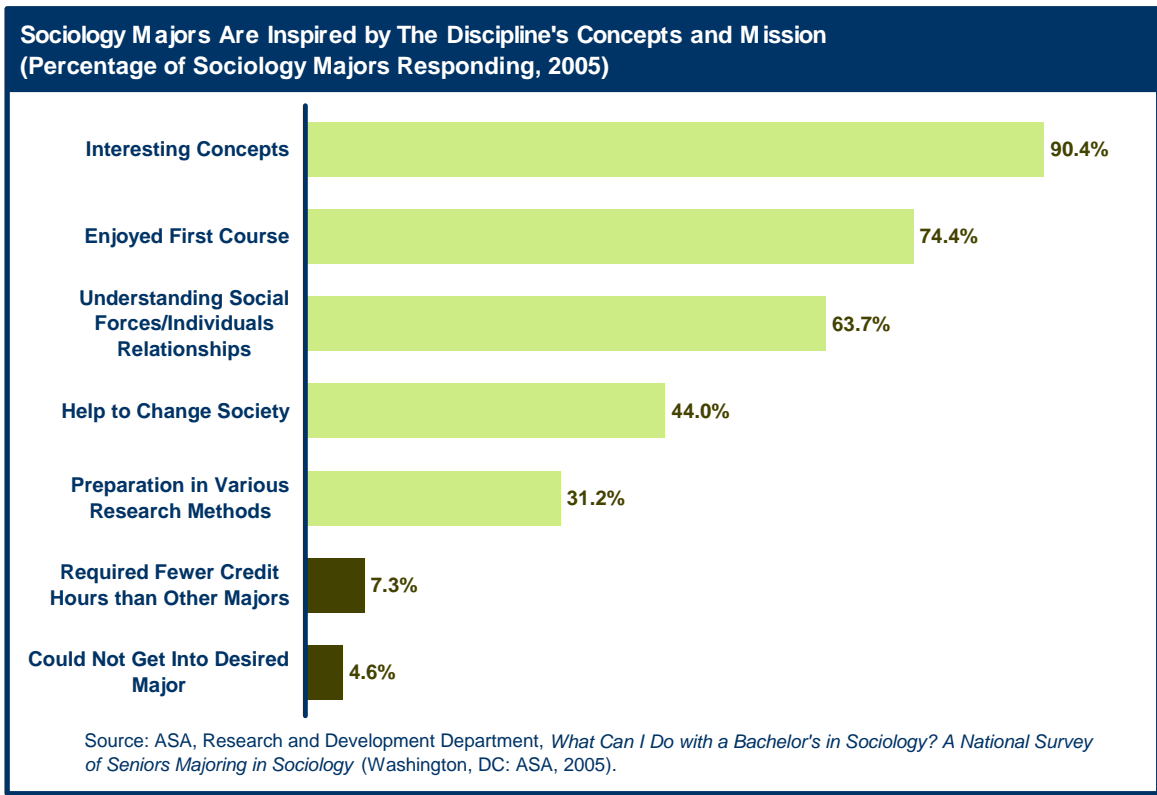
Year	Doctorates	Masters	Bachelor's
1990	446	1,213	15,993
1991	477	1,293	17,632
1992	506	1,379	19,644
1993	549	1,564	21,007
1994	542	1,675	22,468
1995	555	1,790	22,974
1996	531	1,822	24,158
1997	601	1,752	24,749
1998	604	1,774	24,886
2000	602	2,036	25,685
2001	550	1,901	25,357
2002	547	1,957	25,296
2003	598	1,929	26,200
2004	564	2,031	27,020

Source: U.S. Department of Education, National Center for Education Statistics (NCES), *Integrated Postsecondary Education Data System (IPEDS) Completions, 1990-2004* (Washington, DC: NCES, 2006). Retrieved November 8, 2006 (<http://caspar.nsf.gov>).

³ Available at http://www.asanet.org/cs/root/leftnav/research_and_stats/research_index_page.

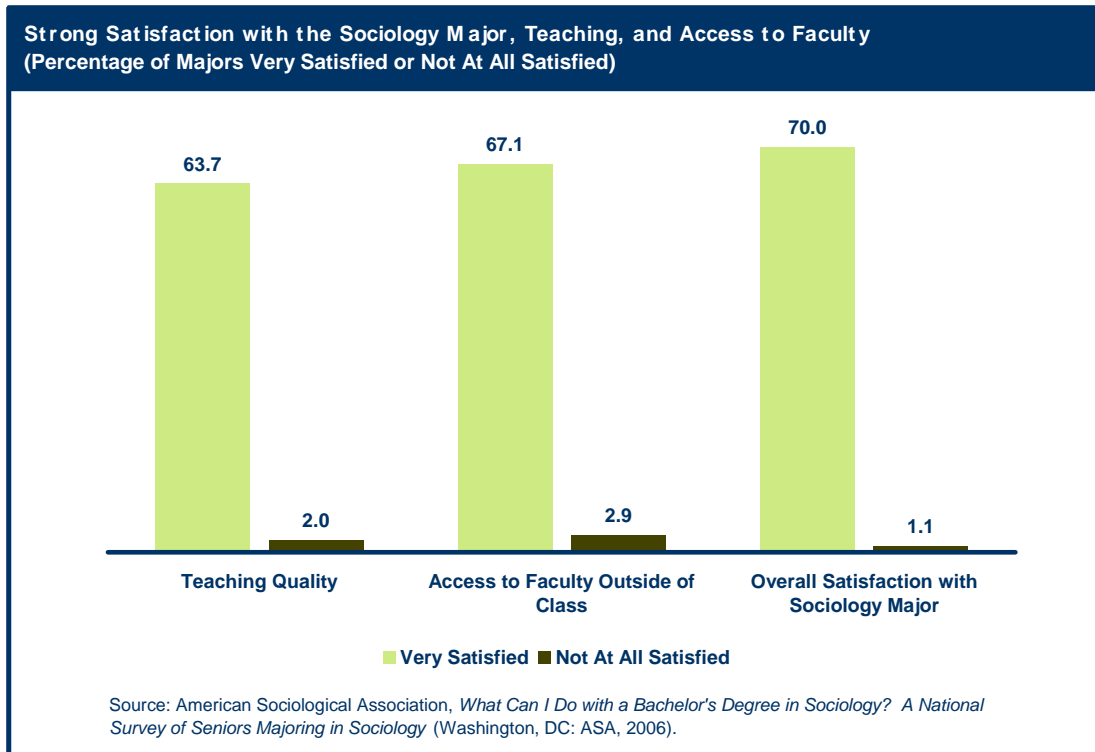
Surveys show that sociology majors are inspired by the discipline's mission, are strongly attracted to sociological concepts, and picked sociology as an undergraduate major because of their interest in sociological concepts. They are particularly interested in those that explained relationships among institutions, processes, and individuals. If these concepts are made exciting in their first sociology course, majoring becomes a likely outcome. Few major in sociology for reasons of convenience. These top reasons for majoring do not vary significantly by type of school.

Reasoning
for Majoring
in Sociology



Senior sociology majors rate their experience with sociology teachers and with the major very highly. Almost two-thirds of majors are “very satisfied” with the quality of teaching; two-thirds are very satisfied with their out-of-class access to these teachers, and 7 out of 10 are very satisfied with the major. Fewer than 3 percent report being not satisfied at all with the major.

Satisfaction with the Sociology Major



Sociology majors often plan to apply what they earned in sociology to careers in education, law, medicine, politics, public administration, social work, or business. More than 70% of sociology majors plan to find a new job, and 45 percent intend to go on to graduate school. This finding suggests that many sociology majors will both work and obtain more education and training in the professions including law, the professoriate, counseling, and a research science.⁴

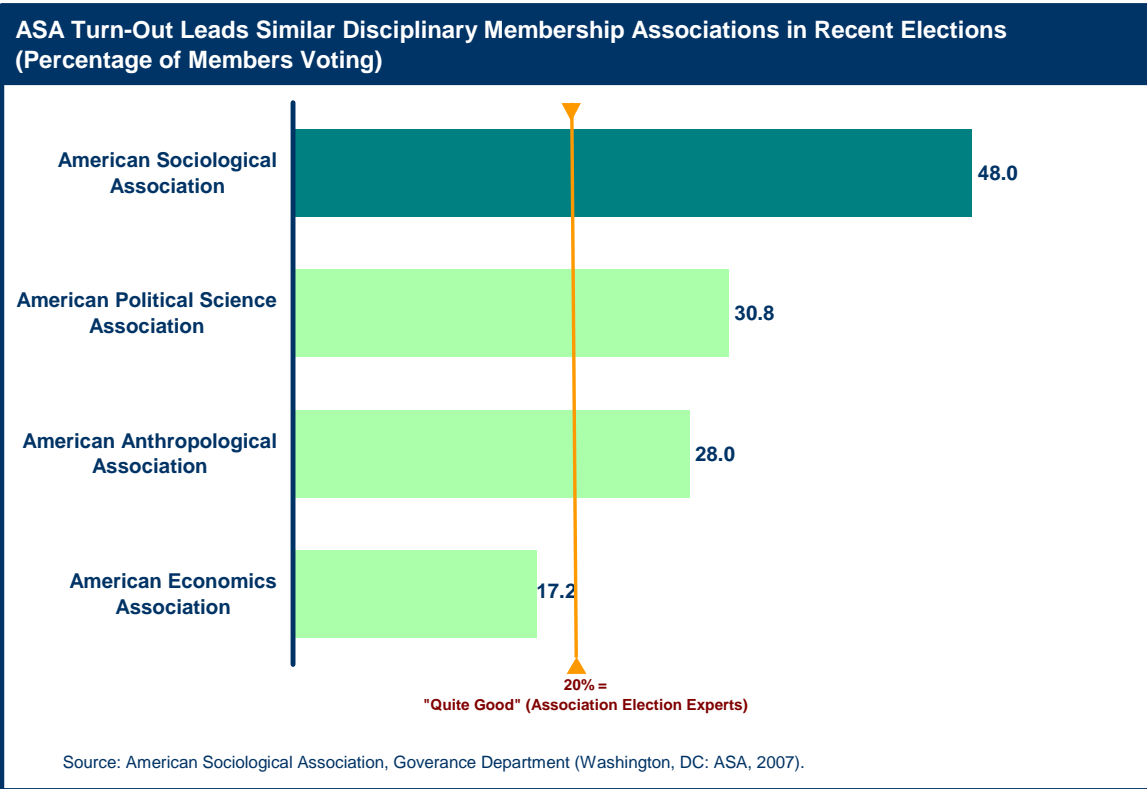
Sociology majors want to work in major social institutions. The largest percentage wants to work in institutions that provide a wide variety of social services, law or criminal justice, education, community development, or government.

Almost half of senior sociology majors have future educational plans.

⁴ See American Sociological Association, *What Can I do with a Bachelor's Degree in Sociology? A National Survey of Seniors Majoring in Sociology* (Washington, DC: ASA, 2006), available at <http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE628W06>.

Sociologists have a strong positive identification with their field. More than 43 percent of eligible members voted in the last (2007) ASA presidential election. The American Sociological Association (ASA) the discipline’s professional society has the highest rate of voter participation among disciplinary societies. According to election audit firms with expertise on voting patterns in membership associations, voter participation above 20 percent is considered “very good” with turn-outs above 30 percent rare.

Identification with The Field



Along with a strong disciplinary identification, sociologists work with members of other disciplines to create scientific breakthroughs and solutions of social problems.

Expanding Sociology's Impact Through Interdisciplinary Studies

Sociologists work with members of other disciplines to create scientific breakthroughs and solutions of social problems. Examples of such work can be found among the projects funded by the National Science Foundation's innovative interdisciplinary Human and Social Dynamics initiative. A list of interdisciplinary grants that include sociologists (in bold) follows.

Global State Formation

Christopher Chase-Dunn (University of California-Riverside), Peter Turchin, E. N. Anderson, *Global State Formation: Modeling the Rise, Fall, and Upward Sweeps of Large Polities in World History and the Global Future*. The PIs will develop three models of probable future paths for world integration based on the historical patterns of networks between international governmental and nongovernmental organizations.

Social and Economic Effects of a National Disaster

Elizabeth Frankenberg (University of California-Los Angeles), Jed Friedman, Thomas Gillespie, Nicholas Ingwersen, Bondan Sikoki, Cecep Sumantri, Wayan Suriastini, Duncan Thomas, *Social and Economic Effects of a National Disaster*. The PIs seek to research the costs of the 2004 tsunami in Indonesia and how people cope with a disaster of this magnitude

Dissent and Repression in the Middle East

J. Craig Jenkins and **Katherine Meyer** (Ohio State University), Mary Ann Tetreault, Philip Schrodt, Jillian Schwendler, Christian Davenport, *Dissent and Repression in the Middle East*. The PIs examine the types of relationships between political dissent and repression to overcome the inconsistent results provided by previous studies that neglect context, time, and space, conflicting perspectives, and the status of women.

Studies on the Aftermath of Hurricane Katrina

Yoshinori Kamo (Louisiana State University), Tammy L. Henderson, Karen A. Roberto, *Aging Families in the Aftermath of Hurricane Katrina*. The PIs interview aging families living in Baton Rouge who are recovering from Hurricane Katrina to advance the literature concerning the functioning of aging families in the aftermath of a natural disaster.

Verna Keith (Florida State University), C. Airriess, A.C. Chen, W. Li, K. Leong, S. Russaini, *The Aftermath of Katrina: Differential Responses to Trauma among African and Vietnamese Americans in One New Orleans Community*. The PIs studied the spatial, socioeconomic, and psychological effects on two resource-poor groups of evacuees. They found that lack of resources, emotional and financial support, and linguistic isolation increase the incidence of post-traumatic stress disorder.

Tricia Wachtendorf (University of Delaware), José Holguín-Veras, Noel Pérez, Satish Ukkusuri, Bethany Brown, *Characterization of the Supply Chains in the Aftermath of Katrina: Logistical Issues and Lessons from an Integrated Social Sciences-Engineering Perspective*. The PIs identified three broad issues that led to the logistical challenges resulting from Hurricane Katrina: initial impact on the system, institutional impact, and logistical impact. The PIs are developing models to make recommendations concerning national response to future extreme events.

Infrastructure Change, Human Agency, and Social Ecological Systems

Stephen Perz (University of Florida), Grenville Barnes, Graeme Cumming, Jane Southworth, *Infrastructure Change, Human Agency, and Resilience in Social Ecological Systems*. The PIs studied the impact of new infrastructure on the social-ecological resilience of complex systems and on human resource and livelihood decisions in Brazil, Bolivia, and Peru in order to develop more complete frameworks of human agency and environmental change.

Globalization of Innovation, Migration, and Human Capital Development

Hal Salzman (Urban Institute), Beatiz Clewell, Leonard Lynn, Carlos Acosta, Robert Lerman, B. Lindsay Lowell, Pamela Meil, *Globalization of Innovation, Migration, and Systems of Human Capital Development*. The PIs examined the new "third generation" stage of globalization in which multinational corporations move high-level knowledge employment to emerging economies. They focus on the effects of this change on specific countries, especially for migration flows, changes in education capacity, and shifts in science and engineering work.