

**Comprehensive Program Review  
Self-Study: Sociology  
Fiscal Years 2002-2008**

**Department of Criminal Justice and Sociology  
February 10, 2010**

## EXECUTIVE SUMMARY FOR THE BACCCALAUREATE DEGREE IN SOCIOLOGY

### Major Findings of the Program's Quality and Productivity

Faculty of Sociology believe our program to have an *above average* rating for program quality and an *above average* rating for productivity. The following are what we believe to be program strengths.

- **Teaching.** Faculty keep current on their discipline, are very knowledgeable about pedagogy, bring their research into the classroom, bring their international experience into the classroom, are responsive to student questions and concerns, and above all else, care about student learning.

We also identify the program as strong in faculty advising. Faculty use the online Degree Evaluation Record to go over degree progress with advisees. This ensures reliable and consistent advising that is not necessarily present when advisors use printed degree requirements (e.g., a student might indicate they had a specific course that is required by the printed degree requirements but the D.E.R. may show that the course wasn't accepted for credit or was awarded less credit than a comparable course at CSU, etc.).

- **Curriculum.** Faculty believe we have a healthy and strong curriculum which responds to social and economic change while meeting the needs of students and is grounded in the discipline by following American Sociological Association recommendations for evaluation, design, and modification.
- **Service.** Faculty exhibit a very strong commitment to service which is demonstrated by the many public lectures given by faculty, the many community organizations to which our faculty and students interact through internships, service-learning, or volunteering, and the many department, college, and university committees on which they serve.
- **Support of the CSU Mission.** The Sociology program strongly supports and contributes to the CSU mission in each of its goals. The CSU Mission statement is:
  - to achieve academic excellence through teaching, research, creative inquiry and student engagement;
  - to achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others; and,

- to achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

Further, the Sociology program supports and contributes to all of the goals set out in the *Columbus State University Strategic Plan*.

- **Program responsiveness to change.** Program modifications, when needed to provide for student need and a changing socioeconomic climate, and while continuing to provide for a quality education in sociology by utilizing American Sociological Association recommendations, make the program a living and responsive body of knowledge, objectives, and skills. Program modification is a healthy part of program growth. Curriculum modifications currently under review by college and university curriculum committees reflect the program's fluidity and ability to change.
- **Productivity.** Faculty believe the program to be productive (especially given its few number of faculty). The graduation rate for Sociology was 50% for students graduating by the end of F.Y. 2008 and this seems to be in line with other CSU major programs. However, Sociology is not a degree program at CSU that is routinely chosen by entering freshmen. Generally, most sociology majors at CSU declare the major only after being exposed to it in the core and changing from another major or transferring from another institution. The Sociology program's retention rate (71.4% in F.Y. 2008) also seems to be in line with other programs at CSU and even the institution as a whole (the university's current overall retention rate is 64.64%). However, while retention and graduation rates may be in line with other CSU degree programs, the Sociology program showed a relatively consistent increase in degree productivity from F.Y. 2004 through F.Y. 2008 with a net increase of 179%. From F.Y. 2006 through F.Y. 2008, the Sociology program awarded on average 30 degrees per year (39 students earned their B.S. in Sociology during the F.Y. 2008—ranking Columbus State University's Sociology program 6<sup>th</sup> in the state in degrees awarded). Even excluding F.Y. 2008, Sociology was graduating about the same or slightly more than other programs—programs with much larger enrollments.

### List of Recommendations for Improving Program Quality

- A better method needs to be found for maintaining up-to-date information on alumni status.
- *A student's evaluation of faculty advising* needs to be in place by spring 2010.
- Majors in both Criminal Justice and Sociology would benefit from a computer lab exclusively for majors.

- Increase the number of full-time faculty. There are not enough full-time faculty teaching upper division course work. More faculty would increase the number, diversity, and frequency of course offerings. (See also below, “List of Recommendations for Improving Program Productivity”).

### **List of Recommendations for Improving Program Productivity**

- Though the Sociology program graduates students at a rate equal to or higher than most other CSU programs, enrollment is lower than we would like to see. We believe the new curriculum, as currently being reviewed by college and university curriculum committees, will raise enrollment as it offers majors more options. When combined with the change in the statistics requirement (i.e., replacing the statistics course taught in the Mathematics department with one taught in-house by Sociology faculty using social science data and examples), we believe enrollment will increase.
- Increase the number of part-time faculty teaching introductory sections. Greater efforts should be made to recruit highly-qualified part-time faculty to teach introductory sections at both the main CSU campus, at the Ft. Benning facility, and at our new facility in West Point, GA. The introductory course is a great recruiting tool for the Sociology program. Many current majors changed their degree program after taking the introductory class. In addition, the introductory course is an Area E option in the core.
- Increase the number of full-time faculty. There are not enough full-time faculty teaching upper division course work. More faculty would increase the number and frequency of course offerings which would in turn increase enrollment.
- While faculty advising prior to and during student registration provides an opportunity for faculty to answer questions and provide academic guidance, it is not enough if we are to take retention seriously. Faculty of Sociology should mandate student/faculty sessions at other points during the term. As Ken Bain points out in his book “What the Best College Teachers Do,” student/faculty interaction outside of the classroom is hugely important to student success. Faculty who take the time to get to know their students provide students with the feeling that faculty actually have an interest in them and their academic success. These mandated, but informal and relaxed student sessions should take the form of faculty inquiry into how the student is performing in his/her classes, pointing out academic resources, offering academic support if it can be provided, and helping the student to start thinking about his/her future—employment or graduate school.

### **Conclusion about the Program’s Viability at CSU**

The faculty of Sociology offer the following in support of their belief that the program is highly viable:

- the competitive number of degrees awarded annually.
- the low-cost provision of a sociological education to CSU students.
- the program's ability to adapt to educational, social, and economic changes.
- strong teaching provided by an informed faculty.
- a dedication to service by faculty and students.
- the program's ability to support all goals as outlined in the University Mission statement and the program's ability to respond to all goals as outlined in the CSU Strategic Plan.
- anticipated enrollment growth resulting from the adding of concentrations to the curriculum and the new departmental affiliation of the Criminal Justice and Sociology programs.

### **Program Improvement Plan**

The faculty of Sociology offer the following as necessary parts of program improvement:

- Implement the new Sociology curriculum (i.e., concentrations in General Sociology, Applied Sociology, and Crime, Deviance, and Society) if approved by college and university curriculum committees.
- Implement the assessment tool, "Student's Evaluation of Faculty Advising" (see Appendix A).
- Implement the assessment tool, "Alumni Survey" (see Appendix B).
- Mandate mid-term informal student/faculty sessions.
- Hire additional faculty to help support one or several of the new concentrations.
- Hire additional part-time faculty so that more introductory sections can be added—the more sections of the introductory course, the more potential Sociology majors.
- Revise the four-year anticipated schedule of classes to reflect the new curriculum (if approved by college and university curriculum committees).
- Develop a department qualitative instrument to evaluate alumni satisfaction .
- Develop a more comprehensive method of keeping up-to-date on the status of alumni.
- Deactivate courses that are not taught and/or cannot be taught.
- Remove the bottleneck in elective course offerings by re-evaluating four elective courses that have been offered every year.
- Continue the program's outstanding response to the president's call for more quality online courses to serve the needs of a diverse student body.
- Locate resources for the development of a Criminal Justice and Sociology computer lab for students.
- If funded, participate and support the proposed Columbus State University Social Research Center.
- Locate resources to renovate the third floor conference room in the Faculty Office Building.
- Publish all sociology syllabi to the faculty of Sociology or department webpage.

## Summary Recommendation and Supporting Rationale

The faculty of Sociology recommend maintaining the program at the current level. The program is consistent with all the goals established in the university's mission, adheres to the program's mission, supports the CSU strategic plan, supports the department strategic plan, and is consistent with American Sociological Association recommendations. Though the program is judged to be "low-cost," it graduates at least as many students, if not more, as do most other programs at CSU--many of which have two or three times as many enrolled students. Program alumni report being employed, in graduate school, applying for graduate school, or planning on attending graduate school at some point in the near future. Program faculty are responsive to student needs, provide high quality education, offer a growing number of online courses, all while providing accurate, personalized advising. Further, the development of new concentrations, and the new departmental partnership with Criminal Justice, suggest growing enrollment in the near future.

### I. Program Overview

- ***Describe the program, the program mission, and the relation to the Columbus State University mission.***

The mission of the Columbus State University Bachelor of Science in Sociology has the following objectives:

- to give students a more profound understanding of society, its structures, how it functions, the interrelationships among its institutions, and its impact on the human individual;
- to prepare those students who are planning careers in which knowledge of sociology contributes to quality performance;
- to provide a strong foundation in the discipline for students planning to attend graduate school in sociology.

Sociology is represented in the core (Area E) by two courses: Introduction to Sociology, and beginning fall 2010, Social Problems. The curriculum offers majors a broad education in Sociology while providing them research and data analysis skills, an understanding of social theory and its role in sociological research, an understanding and appreciation of diversity, a sophisticated understanding of society, its institutions, and its structure, and finally, critical thinking and problem-solving skills. Further, two sociology courses, Introduction to Sociology and Sociology of Occupations and Professions, are included in the new online degree Bachelor of Arts in Liberal Arts recently approved by the USG Board of Regents. Columbus State University's mission is:

- to achieve academic excellence through teaching, research, creative inquiry and student engagement;
- to achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others; and,
- to achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

The Sociology program offers students a broad education in sociology taught by skilled faculty who are constantly evaluating their classroom and online performance in regard to student learning and stated learning outcomes. Students are actively encouraged to participate in original research, present at conferences and symposia, to serve the community through service-learning components in course work, through the Servant Leadership program at CSU, or by doing an internship with local social service agencies or non-profit organizations. Finally, students learn critical thinking skills, communication and interaction skills, technological skills, and develop an understanding of a changing and diverse population.

Further, faculty of sociology are actively working to help the university achieve its goals as outlined in the CSU (2006-1011) Strategic Plan (Source: <http://www.colstate.edu/aboutcsu/goals.asp>):

**Goal 1: Achieve excellence in undergraduate and graduate education to meet student and community needs.**

- *Pursue and maintain national accreditation for all eligible undergraduate and graduate programs.* The faculty of Sociology have submitted proposals for a revision of the curriculum to include three concentrations: (1) General Sociology, (2) Applied Sociology, and (3) Crime, Deviance, and Society. It is the intention of the faculty of Sociology to pursue accreditation for the proposed concentration in Applied Sociology.
- Develop and expand opportunities for online degrees and courses. Currently, the Sociology program offers the following online courses:
  - SOCI1101: Introduction to Sociology (Spring 2000)
  - SOCI1\*\*\*: Social Problems (Scheduled for Spring 2011)
  - SOCI2293: Family and Society (Spring 2010)
  - SOCI3106: Occupations and Professions (Scheduled for Fall 2010)
  - SOCI3117: Race and Ethnic Relations (Spring 2009)
  - SOCI3129: Sociology of Gender (Summer 2006)
  - SOCI3136: Sociology of Aging (Spring 2002)
  - SOCI4108: Clinical Sociology (Spring 2008)

- Expand educational opportunities throughout the region. Sociology faculty are actively seeking part-time faculty to offer Introduction to Sociology at the main campus, at Ft. Benning, and at CSU's new facility in West Point, GA.
- Expand programs and opportunities for student research. Faculty involve students in research, promote student participation in university research initiatives for students, and encourage student presentations at conferences and symposia.

**Goal 2: Increase enrollment to 10,000 students by fall 2011.**

- Improve retention, progression and graduation rates. Through one-on-one advising sessions with majors and minors, Sociology faculty develop personal relationships with students that are invaluable in increasing retention and graduation rates. These sessions allow advisors to help students with problems, to point out available resources through the Office of Academic Support, to offer career guidance or advice, information about graduate work, and an opportunity for faculty to be a cheerleader and provide encouragement.
- **Increase enrollment capacity for core classes while maintaining a quality educational experience.** Sociology course enrollment caps are high enough to support this strategic goal but not high enough to reduce course quality and learning outcomes.

**Goal 3: Create more partnerships with academic institutions, government agencies, and businesses consistent with the university's mission.**

- Encourage, expand, and enhance partnerships with community entities. Sociology has established relationships with One Columbus, the Mayor's Task Force on Crime, the Homeless Network, and several churches.
- Broaden opportunities for experiential learning and civic engagement. Several sociology courses include service-learning components, majors have engaged in important discussions about race and ethnic relations through the Bridgebuilder's Organization associated with One Columbus, and actively works with the CSU Servant Leadership program. Further, students are encouraged to volunteer with local service agencies, and with the permission of faculty, do an internship with a local social service agency or non-profit organization.

**Goal 4: Increase external funding and recognition.**

- Increase sponsored research, grants, and contracts. Sociology faculty are working other committee members to gain funding for a new Research Center.



**Goal 5: Provide a best-in-class technology platform and information-based services.**

- Most sociology courses are web-enhanced, using the WebCT Vista 8.0 platform. Web-enhanced courses allow faculty to make course materials easily available to students. These materials include Power Point slide presentations, video clips, supplemental readings, web links to relevant material, study guides, and practice quizzes and are often delivered in simply constructed and easy-to-follow learning modules.
- Online sociology courses also use WebCT Vista 8.0 as their technology platform. In addition to the above features for web-enhanced courses, all online courses require students to participate in online discussion forums, some of which use a feature called, “Wimba Voice Board.” Wimba Voice Board allows students to post responses using audio to which the instructor also responds using audio. This feature reduces the “nobody out there” syndrome that is often present in online courses. Further, one faculty member holds regular online “office hours” and uses a feature called, “Wimba Live Classroom.” Wimba Live Classroom allows the instructor to interact with students in real-time using text or audio. Students have the option of deciding how the instructor uses the time—for instance, taking questions or going over course material that may need further elaboration. Most students have audio capabilities which means students are able to engage in voice-to-voice discussions, which like Wimba Voice Board, gives students a feeling that they are not alone and there is actually an instructor out there who cares about them learning the material.
- Sociology majors are required to take Research Methods, and beginning Fall 2010, Social Statistics. Research methods courses have always required students to learn and use a sophisticated data base and statistical analysis program called SPSS (Statistical Package for the Social Sciences). The ability to use SPSS is valuable to students continuing their education by going to graduate school, but it is also a valuable skill to have for students entering the job market after graduation.

- ***Describe how the program meets the needs of students and the demand for graduates.***

Graduates of the Sociology program at CSU generally feel that they were adequately prepared for the job market, and for those going on for graduate work, that they were adequately prepared for entry into a graduate program. Graduates are valued in the labor force because of their knowledge of society, culture, and people. They are valued for their appreciation of diversity, research skills, and their ability to think objectively, rationally, and critically.

Below are some of the careers associated with undergraduate and graduate degrees in Sociology:

Careers Associated with a B.S. in Sociology		
Admissions Counselor	News Correspondent	Aging Specialist
Data Analyst	Advertising Assistant	Family Guidance Clinic
Mental Health Worker	Delinquency Counselor	Peace Corps/VISTA
Adoption Agent	Parole/Probation	Alcohol/ Drug Case
Corrections Officer	Officer	Worker
Child Welfare Officer	Independent Living	Reporter
Human Resources	Trainer	Congressional Aid
Welfare Counselor	Public Relations	Job Analyst
Community Service	Correctional Case	Research Assistant
Agency	Worker	Consumer Advocate
Convention Organizer	Insurance Agent/Broker	Labor Relations
Claims Representative	Social Movements	Personnel Interviewer
Public Opinion Surveyor	Organizer	Case Aid Worker
Marketing Research	Veterans Affairs	Fund-Raiser
Analyst	Spec.	Consumer Survey
Social Worker	Technical Writer	Advisor

Careers Associated with an M.A./M.S. or Ph.D. in Sociology		
Career Services	Rehabilitation	Medical Social Worker
Counselor	Counselor	Veterans Affairs
City Planner	Recreation Director	Specialist
Clergy	School Counselor	Professor
Researcher	Social Worker	Nutritionist
Social Scientist	Urban Planner	Welfare Counselor
Trainer	Marriage and Family	Public Administrator
Resident Assistant	Therapist	Community Relations
Dietitian	Gerontologist	Consultant

Source: <http://www.uncw.edu/stuaff/career/Majors/>

## II. Summary Findings of the Program's Overall Quality

- ***Repeat the major findings of the program's quality as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary should be consistent with the pattern of strengths and weaknesses observed among the indicators of program quality that follow.***

The faculty of Sociology suggests the following program strengths and weaknesses:

***Strengths***

- Teaching. Faculty keep current on their discipline, are very knowledgeable about pedagogy, bring their research and international experience into the classroom, are responsive to student questions and concerns, and above all else, care about student learning.

Students' evaluation of [sociology] faculty consistently show moderate to high ratings. For academic years 2007 and 2008, full-time sociology faculty met all nine of the criteria for basic performance as outlined in the Standards of Excellence document (Department of Psychology and Sociology). Further, during the aforementioned years, full-time sociology faculty met on average four of the criteria for meritorious performance in teaching excellence as outlined in the Standards of Excellence document. (Note: Faculty evaluations prior to A.Y. 2007 are not available due to loss by the former department chair).

Together, faculty have been nominated six times for Educator of the Year with one faculty receiving the award for A.Y. 2006.

We also identify the program as strong in faculty advising. Faculty use the online Degree Evaluation Record to go over degree progress with advisees. This ensures reliable and consistent advising that is not necessarily present when advisors use printed degree requirements (e.g., a student might indicate they had a specific course that is required by the printed degree requirements but the D.E.R. may show that the course wasn't accepted for credit or was awarded less credit than a comparable course at CSU, etc.).

- Curriculum. Faculty believe we have a healthy and strong curriculum which responds to social and economic change while meeting the needs of students and is grounded in the discipline by following American Sociological Association recommendations for evaluation, design, and modification.
- Service. Faculty exhibit a very strong commitment to service which is demonstrated by the many public lectures given by faculty, the many community organizations to which our faculty and students interact through internships, service-learning, or volunteering, and the many department, college, and university committees on which they serve.
- Contribution to the University Mission (and Strategic Plan). The Sociology program strongly supports and contributes to the CSU mission in each of its goals. Further, the Sociology program supports and contributes to all of the

goals set out in the *Columbus State University Strategic Plan*. See Section 1, Program Overview, for detailed explanation of how the program meets the university Strategic Plan (for each of the goals outlined).

- Responsiveness to change. Program modifications, when needed to provide for student need and a changing socioeconomic climate, and while continuing to provide for a quality education in sociology by utilizing American Sociological Association recommendations, make the program a living and responsive body of knowledge, objectives, and skills. Program modification is a healthy part of program growth. Curriculum modifications currently under review by college and university curriculum committees reflect the program's fluidity and ability to change. (Note: Program changes modifying the curriculum per American Sociological Association recommendations will be implemented beginning fall 2010.)
- Degree productivity. The graduation rate for Sociology was 50% for students graduating by the end of F.Y. 2008 and this seems to be in line with other CSU major programs. The Sociology program's retention rate (71.4% in F.Y. 2008) also seems to be in line with other programs at CSU and even the institution as a whole (the university's current overall retention rate is 64.64%). However, while retention and graduation rates may be in line with other CSU degree programs, the Sociology program showed a relatively consistent increase in degree productivity from F.Y. 2004 through F.Y. 2008 with a net increase of 179%. From F.Y. 2006 through F.Y. 2008, the Sociology program awarded on average 30 degrees per year (39 students earned their B.S. in Sociology during the F.Y. 2008—ranking Columbus State University's Sociology program 6<sup>th</sup> in the state in degrees awarded). Even excluding F.Y. 2008, Sociology was graduating about the same or slightly more than other programs—programs with much larger enrollments.
- 
- Low-cost program. See, Section IIIH for a detailed explanation of why the program is low-cost.

### **Weaknesses**

- Enrollment. (Though the Sociology program graduates students at a rate equal to or greater than most other CSU programs, enrollment is lower than we would like to see. We believe the new curriculum, as currently being reviewed by college and university curriculum committees, will raise enrollment as it offers majors more options. When combined with the change in the statistics requirement (i.e., replacing the statistics course taught in the Mathematics department with one taught in-house by Sociology faculty using social science data and examples), we believe

enrollment will increase). Further, we expect great things to come from our new departmental affiliation with the Criminal Justice program.

- Not enough part time faculty teaching introductory sections. Greater efforts need to be made to recruit highly-qualified part-time faculty to teach introductory sections at the main CSU campus, at the Ft. Benning facility, and at our new facility in West Point, GA.
- Not enough full-time faculty teaching upper division course work.
- A better method to keep track of the status of alumni needs to be developed.
- Facilities. (Generally, facilities are more than adequate but feel that majors in both Criminal Justice and Sociology would benefit from a computer lab exclusively for majors).

## II.A. Quality of Teaching Supporting the Program

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Above Average

- ***Explain how good teaching is assessed and rewarded.***

Sociology faculty have been for a number of years required by department policy to administer student evaluations of faculty for all classes taught. Beginning fall 2009, this requirement became university policy as the administration of a paper and pencil assessment was replaced by an online assessment. Prior to fall 2009, faculty routinely encouraged students to submit any additional comments along with the standardized evaluation of faculty by students. The new online assessment offers students the ability to write in additional comments much like the former paper and pencil assessment. These comments, along with the data collected from the student's evaluation of faculty, are a valuable resource for sociology faculty and a major consideration for annual faculty evaluations. Using the department's Standards of Excellence document, the department chair assesses faculty on several criteria including teaching, service, and professional achievement and those assessments are tied to merit raises, promotion, and tenure.

Students' evaluation of [sociology] faculty consistently show moderate to high ratings. For academic years 2007 and 2008, full-time sociology faculty met all nine of the criteria for basic performance as outlined in the Standards of Excellence document (Department of Psychology and Sociology). Further, during the

aforementioned years, full-time sociology faculty met on average four of the criteria for meritorious performance in teaching excellence as outlined in the Standards of Excellence document. (Notes: Faculty evaluations prior to A.Y. 2007 are not available due to loss by the former department chair. Data from part-time faculty are not included as CSU policy does not mandate annual evaluations of for part-time faculty.)

Together, faculty have been nominated six times for Educator of the Year with one faculty receiving the award for A.Y. 2006.

- ***Explain how good advising is assessed and rewarded.***

In his book, “What the Best College Teachers Do,” Ken Bain reports on a number of different student-cited reasons for their academic success. One of those reasons was quality advising. Students reported that faculty advisors who developed a personal rapport with them, and took a keen interest in their academic and even personal welfare, had a significant and positive impact on them. Students reported feeling that these faculty weren’t just playing the academic game but rather genuinely cared about their well-being—academic and personal, present and future. This is the kind of advising the faculty of Sociology attempt to provide to students in the following ways: (1) faculty availability during regularly scheduled advising periods, (2) the maintenance of regularly scheduled office hours, (3) accurate assessment of student’s progress by using the student’s online Degree Evaluation Record maintained by the Registrar’s Office, (4) concern for student welfare—academic and personal, and (5) mentoring. However, accurate assessment of student progress is sometimes hindered by inaccurate DER (Degree Evaluation Record) reports generated by the Registrar’s Office and due to continued problems with the BANNER software program. (Note: Students are assigned faculty advisors but are free to advise with the faculty member of their choice. As all three full-time faculty advise, the assigned load is approximately 30 students per full-time faculty member.

The advising of majors and minors is one factor taken into consideration for annual faculty evaluations using the department’s Standards of Excellence document but only to the point of identifying the advising load. Previous annual evaluations of faculty do not mention the assessment of quality advising as no department assessment tool was designed.

The faculty of Sociology are working with the faculty of Criminal Justice to create a qualitative assessment which should be ready to by the end of the 2009-2010 academic year. An advising assessment has been developed and will be in place by spring for use in advising students for summer and fall 2010 terms. In order to reduce accidental bias, the assessment instrument will be distributed directly to

students by the departmental secretary, will be anonymous, and when completed, collected by the departmental secretary as well.

- ***Describe opportunities for interaction that occur between faculty and students outside the classroom.***

Faculty of Sociology are very student oriented. Faculty maintain regular office hours, share in student advising responsibilities, mentor students, and collaborate in research with students. Students and faculty often attend student conferences, many times presenting papers, and are involved in the Southeast Model African Union. During the academic years 2006-2008, more than 30 papers were presented at student conferences, forums, and honors colloquia.

Informal mentoring of students is common practice by faculty of sociology at Columbus State University and is an integral part of the advising process. Formal mentoring of students, as recommended by the American Sociological Association, is provided in a number of ways. In addition to faculty-student collaboration in research, Sociology Practicum is designed to provide formal mentoring to students who plan to attend graduate school and have at least a 'B' average in sociology course work. Requirements for Sociology Practicum include attendance in a section of Introduction to Sociology, leading discussion groups in that class, answering student questions (e.g., e-mail, web discussion groups, etc.), supplying test items for inclusion on student tests, and one guest lecture on an appropriate and relevant topic. Students involved in Sociology Practicum work closely with faculty members and this type of formal mentoring gives students the advantage of having assumed some teaching duties prior to entry into graduate school. Other classes where faculty and students work closely and therefore have an active mentoring role, include SOCI3899, Independent Readings, and SOCI4899, Independent Research.

Finally, the Sociology Club provides an additional arena for student-faculty interaction. With an average annual membership of 15-20 students, the Sociology Club involves itself in many campus events and community projects. There is an excellent rapport between faculty of Sociology and student members of the Sociology Club.

- ***Indicate the availability of tutoring.***

A sociology tutor is consistently available through the Office of Academic Center for Excellence. This service is free to all students enrolled in the many sections of Introduction to Sociology. Tutoring is often available for upper level sociology courses but by special arrangement with senior sociology majors who are willing to provide the service either voluntarily or for compensation.

Further, outstanding senior sociology students enrolled in Sociology Practicum are responsible for leading discussion groups for Introduction to Sociology sections as well as making themselves available for student help outside of the classroom.

- ***Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement.***

Internships, a valuable resource for Sociology majors and the community, are available to sociology majors in their senior year. Internships are unpaid, provide three semester hour credits, and require a total of ninety-six hours of onsite practice. Students are required to show evidence of their ability to integrate sociology course material with real-world practice and are assessed in collaboration with an onsite supervisor. Performing internships in the Greater Columbus area, students have involved themselves with charitable, social service, and private organizations within the community. It is not uncommon for these internships to turn into job offers for highly capable sociology majors who have performed their internships satisfactorily. Further, faculty of Sociology work with the CSU Career Center in finding appropriate internships for sociology majors. The Career Center maintains a list of hundreds of available internships, local, national, and international from which majors can choose.

All three sociology faculty have international experience. Dr. Newton taught for two years at the National University Kyiv Mohyla Academy in Kiev, Ukraine and did numerous guest lectures throughout Ukraine and Russia. Dr. Studstill did significant field research in Africa while collecting data for his doctoral dissertation. Finally, Dr. Studstill-Wakoko is from Uganda and brings with her a broad knowledge of Sub-Saharan African culture.

Columbus State University does participate in various international study abroad programs and strongly affirms the value of those various programs. Both Drs. Newton and Wakoko have participated in study abroad programs, and if the proposed study abroad program to Uganda 'makes' for the May 2010 term, Drs. Studstill and Studstill-Wakoko will participate. Together, faculty bring their broad and diverse international experiences into the classroom to expand the focus of their courses. Sociology faculty actively encourage students to participate in these various international study abroad programs.

Dr. Studstill-Wakoko infuses her class, SOCI4108, Clinical Sociology, with service learning. Students enrolled in the class are expected to learn enough about particular state or government agency, or not for profit organization, to identify a problem, assess the need for a program or policy change, and write up a proposal for program/policy change modification. Further, SOCI2293, Introduction to Social Work, which is taught by a highly-qualified part-time faculty member, also includes a service learning component.



Sociology Practicum is designed to provide formal mentoring to students who plan to attend graduate school and have at least a 'B' average in sociology course work. Requirements for Sociology Practicum include attendance in a section of Introduction to Sociology, leading discussion groups in that class, answering student questions (e.g., e-mail, web discussion groups, etc.), supplying test items for inclusion on student tests, and one guest lecture on an appropriate and relevant topic.

In addition to internships, the CSU Career Center offers many other services for students and alumni. Those services include:

- Workshops on writing effective resumes,
- Mock interviews,
- Online job postings, local, national, and international,
- Internships and Co-Ops,
- On-campus recruiting,
- Career fairs, live and virtual,
- Major to Career Converter, sponsored by Monster.com, an online program that lists types of jobs appropriate for specific majors,
  - For instance, the Major to Career Converter lists 46 job types appropriate for a B.S. in Sociology, and also has a built-in search feature for finding jobs.

- ***Describe methods to be pursued for program improvement***

(1) The Department of Criminal Justice and Sociology will begin working on an instrument designed to assess to student satisfaction with the program, program goals and learning outcomes, and faculty performance.

(2) Implement annual evaluations for part-time faculty.

(3) Implement the assessment, "Student Evaluation of Faculty Advising" (see Appendix A).

(4) Implement the assessment, "Alumni Survey" (see Appendix B).

## **II.B. The Quality of the Curriculum Supporting the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Above Average

- ***Describe the relationship between the program's curriculum and its outcomes.***

In addition to serving the core, the introductory course serves as a foundation for all other upper division course work in the Sociology Program. The introductory course introduces majors and non-majors to many of the areas outlined in the program intended outcomes. In addition to learning core concepts and processes, students enrolled in the introductory course learn sociological theory and methodology, important in understanding that sociology is a science, the interactive nature of society and the individual, cultural diversity, and major social institutions while additionally learning critical thinking skills. Upper division courses build on the information and skills learned by students in the introductory course.

The following are the Sociology program expected outcomes:

- **Learning Outcome 1:** Students will be able to demonstrate a basic understanding of the discipline of sociology and its role in contributing to an understanding of social reality by defining its object of study and by listing the major goals of sociological analysis.
- **Learning Outcome 2:** Students will be able to demonstrate knowledge of core sociological concepts and processes.
- **Learning Outcome 3:** Students will be able to discuss the relationships between the micro and the macro levels, i.e., between the individual, culture and society.
- **Learning Outcome 4:** Students will be able to demonstrate an understanding of the role of theory in sociology by describing its major theorists and major theoretical schools.
- **Learning Outcome 5:** Students will be able to describe the major sociological research methods.
- **Learning Outcome 6:** Students will be able to demonstrate the basic computer skills necessary for conducting sociological research and for applying sociological knowledge through data analysis and the presentation of sociological data.
- **Learning Outcome 7:** Students will be able to demonstrate an understanding of the reciprocal relationship between individuals and society.
- **Learning Outcome 8:** Students will be able to discuss in depth the following specialty areas in sociology: diversity of ethnicity, gender, sexual preference, and sociocultural systems; social problems such as crime and deviance, socioeconomic inequality, poverty and social stratification, and deterioration of

contemporary ecosystems; and various processes of sociocultural evolution and change.

- **Learning Outcome 9:** Students will be able to recognize, understand, and effectively communicate the complexity of cultural diversity in local and global societies.
- **Learning Outcome 10:** Students will be able to demonstrate critical thinking skills.
- **Learning Outcome 11:** Students will be able to demonstrate knowledge of social policy and applications of sociological theory to the resolution of social problems.
- **Learning Outcome 12:** Students will be able to demonstrate familiarity with the process of planning and implementing problem solving to bring about social change.

Requirements for the B.S. in Sociology (F.Y. 2008) include:

**Area F Courses Related to Major      Required Hours: 18**

*A grade of "C" or better is required of all Area F, G and H requirements*

ANTH 1105 Cultural Anthropology  
 STAT 1127 Introductory Statistics  
 PHIL 1105 Survey of Philosophical Thought  
 PSYC 1101 Introduction to General Psychology  
 SOCI 1101 Introduction to Sociology  
 SOCI 2293 Family and Society

**Area G Program Requirements      Required Hours: 21**

SOCI 1000 Required Seminar in Sociology  
 SOCI 4101 Social Research 1  
 SOCI 4102 Social Research 2  
 SOCI 3105 Society and the Individual  
 SOCI 4105 Sociological Theory  
 SOCI 3117 Race and Ethnic Relations  
 SOCI 3127 Social Problems  
 SOCI 4106 Modern Sociological Theory  
 SOCI 4000 Exit Exam in Sociology

**Area H Program Electives      Required Hours: 21**

Select from the following courses:

SOCI 3106 Sociology of Occupations and Professions  
 SOCI 3107 African Women and Development

SOCI 3109 Sociology of Deviance  
 SOCI 3116 Sociology of Domestic Abuse  
 SOCI 3120 Educational Development in Africa  
 SOCI 3126 Intro to Social Work and Welfare  
 SOCI 3128 Drugs and Society  
 SOCI 3129 Sociology of Gender  
 SOCI 3135 Sociology of Development  
 SOCI 3225 Model African Union  
 SOCI 3508 Selected Topics in Sociology  
 SOCI 3698 Internship  
 SOCI 3899 Independent Readings in Sociology  
 SOCI 4108 Clinical Sociology  
 SOCI 4405 Sociology Practicum  
 SOCI 4899 Independent Study  
 SOCI 5106 Sociology of Aging

Area F helps students develop knowledge and skills necessary for upper division course work in Area G (Social Research Methods I & II, and as a foundation for Sociological and Modern Sociological Theory, Social Problems, and Race and Ethnic Relations), and Area H (program electives).

- ***Indicate how technological skills are incorporated into the program of study.***

*Technological skills, as outlined below, are absolutely essential in writing papers for class assignments, accessing course material, and in student research. Students are expected to conduct original research and produce a final research paper suitable for presentation at a student conference. Graduates of the Sociology program at CSU will have developed:*

- General computer knowledge and skills;
- General knowledge and skills in Microsoft Office Word;
- General knowledge and skills in Microsoft Office Power Point, specifically the ability to create presentations with embedded audio and visual components;
- Researching skills using online data base sources;
- E-mail skills using Google Mail;
- Familiarity with WebCT Vista 8.0 (the learning platform used by the University System of Georgia);
- Students of online courses will be able to use Wimba Voice Board (a feature of WebCT Vista 8.0 that allows students to post text or audio responses to online discussion boards);
- Students of online courses will be able to use Wimba Live Classroom (a feature of WebCT Vista 8.0 that allows students to interact with their instructor and fellow students in real-time using text or audio);
- Abilities in data base construction, data analysis, and hypothesis testing using SPSS (Statistical Package for the Social Sciences);

- ***Indicate how the program is relevant to student needs.***

The program provides students with an understanding of the structure and complexities of society, the ability to think creatively and analytically, computer and technology skills, and an understanding and appreciation of diversity. Further, graduates will have developed a social consciousness, community awareness, and an understanding of the process of change.

- ***Describe how students are challenged to think across disciplines.***

Sociology is the perfect discipline to help students see the interconnections between the many academic disciplines that each have something to contribute to an understanding of modern life. Students are better able to deal with the complexities of other disciplines especially when those disciplines require knowledge about people, society, and institutions. Sociology students understand the overlapping interests, research approaches, and explanations of the social sciences in general. For instance, students understand the general axioms of science and that those axioms exist for all sciences (i.e., this is a realist's world, we can perceive this world, and the world is ordered), in addition to the general steps of science that apply to all scientific disciplines. In addition, students understand how each discipline adds its own strengths and body of knowledge when understanding social phenomenon. Sociology students are encouraged to think across discipline lines when trying to understand their social world, for instance using psychological, historical, anthropological, and criminal justice perspectives, while at the same time being encouraged to think creatively, constructively, and at times, unconventionally.

- ***Explain how diversity, multiculturalism, and international perspectives are included in the program.***

All Sociology faculty have international experience and this is routinely brought into course lectures. Dr. Newton spent two years teaching and conducting guest lectures and workshops in the former Soviet Union before coming to Columbus State University and uses that experience to provide examples of cultural relativism when lecturing on culture for example. Dr. Studstill received his Diplome from Ecole Pratique des Hautes in Paris, France and spent time doing field research in Africa. Finally, Dr. Wakoko received her B.S. from Makerere University in Kampala, Uganda. Both Drs. Studstill and Wakoko bring that experience into all of their courses as they discuss development, culture, and diversity. Further, requiring Race and Ethnic Relations provides students with an even greater appreciation for diversity.

- ***Describe methods to be pursued for program improvement.***
  - Hire an additional full-time faculty member to support one or several concentrations and increase course offerings.

## II.C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

- State your assessment of *the strength of the evidence of program quality on this indicator.*

Rating: Satisfactory

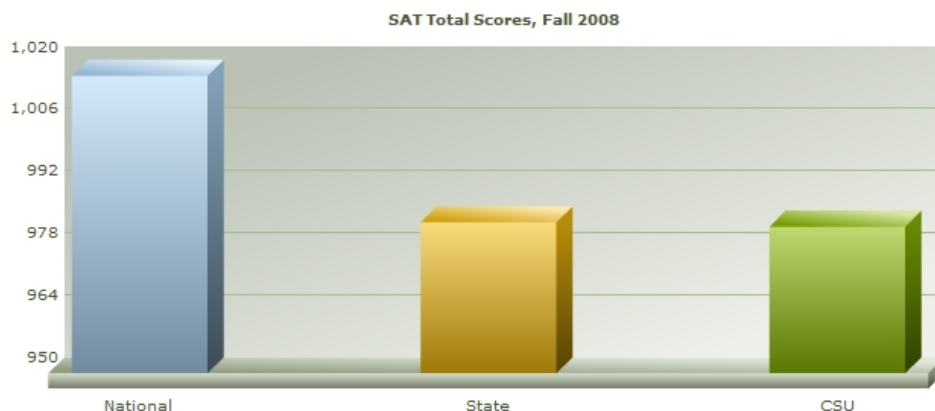
- Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates).

Retention Rates by Undergraduate Major Program (*)									
* The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered CSU in the fall or the preceding summer term. Students in Certificate Programs are not included in Freshmen Cohort.									
Major Program	Number in Fall 2006 Cohort	Fall 2006 Cohort		Number in Fall 2007 Cohort	Fall 2007 Cohort		Number in Fall 2008 Cohort	Fall 2008 Cohort	
		Returning Fall 2007	Rate		Returning Fall 2008	Rate		Returning Fall 2009	Rate
<b>Baccalaureate</b>									
Art	18	11	61.1%	18	14	77.8%	22	15	68.2%
Art Education	1	1	100.0%	2	1	50.0%	2	1	50.0%
Biology	83	58	69.9%	85	62	72.9%	99	71	71.7%
Chemistry	23	18	78.3%	13	12	92.3%	31	26	83.9%
Communication	23	14	60.9%	13	8	61.5%	20	16	80.0%
Computer Science	24	16	66.7%	40	30	75.0%	52	30	57.7%
Criminal Justice	20	14	70.0%	20	15	75.0%	19	11	57.9%
Early Childhood Education	51	34	66.7%	42	34	81.0%	40	32	80.0%
English Language	14	13	92.9%	11	8	72.7%	15	12	80.0%
English & Secondary Education	8	6	75.0%	4	4	100.0%	3	2	66.7%
Exercise Science	10	8	80.0%	12	8	66.7%	11	8	72.7%
Geology	2	2	100.0%	2	1	50.0%	0		
Health & Physical Education	3	2	66.7%	4	3	75.0%	3	1	33.3%
Health Science	8	8	100.0%	2	1	50.0%	9	7	77.8%
History & Secondary	8	7	87.5%	7	6	85.7%	10	4	40.0%

Education									
History	10	8	80.0%	10	5	50.0%	9	4	44.4%
Mathematics	15	12	80.0%	9	5	55.6%	16	9	56.3%
Middle Grades Education	2	2	100.0%	5	2	40.0%	3	2	66.7%
Music Performance	19	13	68.4%	14	12	85.7%	22	16	72.7%

Retention Rates by Undergraduate Major Program (*)									
* The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered CSU in the fall or the preceding summer term. Students in Certificate Programs are not included in Freshmen Cohort.									
Music Performance	19	13	68.4%	14	12	85.7%	22	16	72.7%
Music Education	22	22	100.0%	28	22	78.6%	30	24	80.0%
Music, General	3	2	66.7%	9	6	66.7%	8	5	62.5%
Nursing	75	62	82.7%	53	41	77.4%	73	46	63.0%
Political Science	17	10	58.8%	9	4	44.4%	12	8	66.7%
Psychology	42	34	81.0%	34	24	70.6%	39	24	61.5%
<b>Sociology</b>	<b>3</b>	<b>3</b>	<b>100.0%</b>	<b>10</b>	<b>6</b>	<b>60.0%</b>	<b>7</b>	<b>5</b>	<b>71.4%</b>
Spec Ed - General Curriculum/MR	1	0	0.0%	2	2	100.0%	3	2	66.7%
Theatre Arts	38	33	86.8%	27	23	85.2%	26	19	73.1%
Theatre Education	11	8	72.7%	9	8	88.9%	17	13	76.5%
<i>Total Baccalaureate</i>	<i>690</i>	<i>515</i>	<i>74.6%</i>	<i>610</i>	<i>442</i>	<i>72.5%</i>	<i>714</i>	<i>489</i>	<i>68.5%</i>
<b>Total</b>	<b>1,084</b>	<b>761</b>	<b>70.2%</b>	<b>995</b>	<b>681</b>	<b>68.4%</b>	<b>1,124</b>	<b>721</b>	<b>64.1%</b>

## SAT Scores



### Comparison of National and State SAT Scores

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
<b>Critical Reading</b>					
<b>National</b>	508	508	503	502	502
<b>State</b>	494	497	494	494	491
<b>CSU</b>	493	499	503	503	495
<b>Math</b>					
<b>National</b>	518	520	518	515	515
<b>State</b>	493	496	496	495	493
<b>CSU</b>	482	488	500	489	488
<b>Total</b>					
<b>National</b>	1,026	1,028	1,021	1,017	1,017
<b>State</b>	987	993	990	989	984
<b>CSU</b>	975	987	1,003	992	983

Average G.P.A. for current majors is 2.70/4.0. Average S.A.T. Math for current majors is 470 which is less than the average of 488 for all CSU students. Average S.A.T. Critical Reading for current majors is 486, and while approaching the 495 average for all CSU students, it is still slightly less.

- ***Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment.***

Adopted from recommendations made by the American Sociological Association, below are the expected learning outcomes for students completing an



undergraduate degree in sociology at CSU, information on how those outcomes are met by the curriculum, and assessment data to suggest whether the program's intended outcomes are being met:

- **Learning Outcome 1:** Students will be able to demonstrate a basic understanding of the discipline of sociology and its role in contributing to an understanding of social reality by defining its object of study and by listing the major goals of sociological analysis.

**Learning Outcome 1** is assessed with the total score, sub-scores, and assessment indicators from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).

The two sub-scores are:

- Core sociology
- Critical thinking

The nine assessment indicators are:

- General Theory
- Methodology and Statistics
- Deviance and Social Problems
- Demography and Urban/Rural Community
- Multiculturalism
- Social Institutions
- Social Psychology
- Gender
- Globalization

Mean scores which place our graduates above the 50<sup>th</sup> percentile nationally will be considered sufficient criteria for having met the intended outcome.

Three of our thirty-one graduates (10%) completed the SMFT. (Note: For this graduating cohort, students were not required to take the assessment). The mean total score is M=149, which is at the 50<sup>th</sup> percentile nationally based on data collected by ETS from 117 domestic institutions during 2006-2008.

Means and percentile ranks of the two sub-scores were:

- Core Sociology, (M=49, 50<sup>th</sup> percentile)
- Critical Thinking, (M=49, 50<sup>th</sup> percentile)

Means and percentile ranks of the six assessment indicators are:

- General Theory (M=48, 50<sup>th</sup> percentile)
  - Methodology and Statistics (M=53, 45<sup>th</sup> percentile)
  - Deviance and Social Problems (M=49, 50<sup>th</sup> percentile)
  - Demography and Urban/Rural Community (M=50, 45<sup>th</sup> percentile)
  - Multiculturalism (M=53, 50<sup>th</sup> percentile)
  - Social Institutions (M=56, 40<sup>th</sup> percentile)
  - Social Psychology (M=43, 45<sup>th</sup> percentile)
  - Gender (M=56, 40<sup>th</sup> percentile)
  - Globalization (M=52, 45<sup>th</sup> percentile)
- **Learning Outcome 2:** Students will be able to demonstrate knowledge of core sociological concepts and processes.

**Learning Outcome 2** is assessed with the sub-score for Core Sociology from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). The mean percent correct score on the SMFT sub-score for Core Sociology was M=49 (50<sup>th</sup> percentile). Graduating students successfully demonstrated knowledge of core sociological concepts and processes.

- **Learning Outcome 3:** Students will be able to discuss the relationships between the micro and the macro levels, i.e., between the individual, culture and society.

While all sociology courses help students to better understand the complex relationships between the individual and society, SOCI3105, Sociological Social Psychology, and SOCI3103, Social Theory, provide greater depth to that knowledge.

**Learning Outcome 3** is assessed with the total score, sub-scores, and assessment indicators from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). See results for Learning Outcome 1 (above). Graduating students successfully demonstrated an understanding of the relationships between the micro and the macro levels, i.e., between the individual, culture and society.

- **Learning Outcome 4:** Students will be able to demonstrate an understanding of the role of theory in sociology by describing its major theorists and major theoretical schools.

Students are first exposed to sociological theory in the introductory course which provides students with a solid foundation for studying sociological theory in greater depth in SOCI3103, Social Theory. Further, knowledge of sociological theory is pivotal in upper division sociology elective course work.

**Learning Outcome 4** is primarily, but not exclusively, with the assessment indicator of General Theory from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). The mean percent correct score on the SMFT assessment indicator for General Theory was M=48 (50<sup>th</sup> percentile). Graduating students successfully demonstrated an understanding of the role of theory in sociology by describing its major theorists and major theoretical schools.

- **Learning Outcome 5:** Students will be able to describe the major sociological research methods.

**Learning Outcome 5** is primarily, but not exclusively, assessed with the assessment indicator of Methodology and Statistics from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). The mean percent correct score on the SMFT assessment indicator for Methodology and Statistics was M=53 (45<sup>th</sup> percentile). Graduating students successfully demonstrated an ability to describe the major sociological research methods.

- **Learning Outcome 6:** Students will be able to demonstrate the basic computer skills necessary for conducting sociological research and for applying sociological knowledge through data analysis and the presentation of sociological data.

**Learning Outcome 6** is assessed with two indicators:

- The assessment indicator of Methodology and Statistics from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- SOCI4102 exposes students to SPSS—data base construction, coding, data entry, and hypothesis testing. Results for the two indicators are:
- The mean percent correct score on the SMFT assessment indicator for Methodology and Statistics was M=53 (45<sup>th</sup> percentile).

The final grade distributions from SOCI4102 show that 32/33 (97%) of students successfully passed the course with productive grades (C or higher). Graduating students successfully demonstrated basic computer skills necessary for conducting sociological research and for applying sociological knowledge through data analysis and the presentation of sociological data.

- **Learning Outcome 7:** Students will be able to demonstrate an understanding of the reciprocal relationship between individuals and society.

**Learning Outcome 7** is assessed with two indicators:

- The assessment indicator of Social Psychology from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- SOCI3105 exposes students to the complex and reciprocal relationship between individuals and society.

The mean percent correct score on the SMFT assessment indicator for Social Psychology was M=43 (45<sup>th</sup> percentile). The final grade distributions from SOCI3105 show that 351/54 (94%) of students successfully passed the course with productive grades (C or higher). Graduating students successfully demonstrated an understanding of the reciprocal relationship between individuals and society.

- **Learning Outcome 8:** Students will be able to discuss in depth the following specialty areas in sociology: diversity of ethnicity, gender, sexual preference, and sociocultural systems; social problems such as crime and deviance, socioeconomic inequality, poverty and social stratification, and deterioration of contemporary ecosystems; and various processes of sociocultural evolution and change.

**Learning Outcome 8** is assessed with two SMFT indicators: Multiculturalism and Deviance and Social Problems.

- Diversity is assessed with the assessment indicator of Multiculturalism from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- Social problems is assessed with the assessment indicators of Deviance and Social Problems and Social Institutions from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).

The mean percent correct score on the SMFT assessment indicator for:

- Multiculturalism (M=53, 50<sup>th</sup> percentile).
- Deviance and Social Problems (M=49, 50<sup>th</sup> percentile).

Graduating students successfully demonstrated depth of knowledge in the specialty areas of: diversity of ethnicity, gender, sexual preference, and sociocultural systems; social problems such as crime and deviance, socioeconomic inequality, poverty and social stratification, and deterioration of contemporary ecosystems; and various processes of sociocultural evolution and change.

- **Learning Outcome 9:** Students will be able to recognize, understand, and effectively communicate the complexity of cultural diversity in local and global society.

**Learning Outcome 9** is assessed with four SMFT indicators: Multiculturalism, Gender, Deviance and Social Problems, and Globalization.

- Multiculturalism is assessed from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- Gender is assessed from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- Deviance and Social Problems is assessed from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).
- Globalization is assessed from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).

The mean percent correct score on the SMFT assessment indicator for:

- Multiculturalism (M=53, 50<sup>th</sup> percentile).
- Gender (M=56, 40<sup>th</sup> percentile).
- Deviance and Social Problems (M=49, 50<sup>th</sup> percentile).
- Globalization (M=52, 45<sup>th</sup> percentile).

Overall, graduating students successfully demonstrated an ability to recognize, understand, and effectively communicate the complexity of cultural diversity in local and global society.

- **Learning Outcome 10:** Students will be able to demonstrate critical thinking skills.

**Learning Outcome 10** is assessed with the sub-score for critical thinking from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service).

- The mean percent correct score on the SMFT sub-score for Critical Thinking was M=49 (50<sup>th</sup> percentile).

Graduating students successfully demonstrated critical thinking skills.

- **Learning Outcome 11:** Students will be able to demonstrate knowledge of social policy and applications of sociological theory to the resolution of social problems.

**Learning Outcome 11** is assessed with two indicators:

- The assessment indicator of Deviance and Social Problems from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). The SMFT does not adequately measure the application of theory to the resolution of social problems. Faculty need to develop a better assessment for this learning outcome.
- SOCI4108, Clinical Sociology, identifies the following as an expressly stated learning outcome:

Using the campus/local town as a community, students identify a need then plan, design, and implement a change mechanism to improve the community. Through explorations and experiences, students acquire knowledge of how to initiate and implement 'grassroots' interventions through community organizing.

Results for the two indicators are:

- The SMFT assessment indicator for Deviance and Social Problems suggest that graduating students successfully demonstrated this learning outcome (M=49, 50<sup>th</sup> percentile).
- The final grade distributions from SOCI4108 show that 14/14 (100%) of students successfully passed the course with productive grades (C or higher).

Graduating students successfully demonstrated knowledge of social policy and applications of sociological theory to the resolution of social problems. However, this measure is weak and Sociology faculty need to develop additional methods to assess Learning Outcome 11.

- **Learning Outcome 12:** Students will be able to demonstrate familiarity with the process of planning and implementing problem solving to bring about social change.

**Learning Outcome 12** is assessed with two indicators:

- The assessment indicator of Deviance and Social Problems from the Sociology Major Field Test (SMFT) distributed by ETS (Educational Testing Service). The SMFT does not adequately measure the application of theory to the resolution of social problems. Faculty need to develop a better assessment for this learning outcome.
- SOCI4108, Clinical Sociology, identifies the following as an expressly stated learning outcome:

*Using the campus/local town as a community, students identify a need then plan, design, and implement a change mechanism to improve the community. Through explorations and experiences, students acquire knowledge of how to initiate and implement 'grassroots' interventions through community organizing.*

Results for the two indicators are:

- The SMFT assessment indicator for Deviance and Social Problems suggest that graduating students successfully demonstrated this learning outcome (M=49, 50<sup>th</sup> percentile).
- The final grade distributions from SOCI4108 show that 14/14 (100%) of students successfully passed the course with productive grades (C or higher).

Graduating students successfully demonstrated and understanding of *the* process of planning and implementing problem solving to bring about social change. However, Sociology faculty need to develop additional methods to assess Learning Outcome 12.

- ***Describe methods to be pursued for program improvement***
  - Develop an assessment instrument more capable of measuring Learning Outcome 11 & 12.

## **II.D. The Quality of Faculty Supporting the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, and secondary fields).***

Name: Richard L. Newton  
Specialization: Family, Life Course, and Aging; Social Psychology.

Name: John Studstill  
Specialization: Cultural Anthropology; Minor in African Studies.

Name: Florence Wakoko  
Specialization: Rural Sociology; Minor in Gender.

- ***Describe the support provided for faculty development.***

Professional development opportunities are fairly limited due to the severe budget constraints imposed by the state. Despite record numbers of entering students state-wide, budget constraints will likely continue to severely limit opportunities for professional development in the near future. These cuts have generally resulted in funding only be available for faculty who present at professional conferences.

- ***Show full-time faculty diversity and credentials.***

Name: Richard L. Newton  
Rank and Title: Director, Professor of Sociology  
Education: B.S., Psychology, Indiana State University, 1988.  
M.A., Sociology, Indiana State University, 1991.  
Ph.D., Sociology, Iowa State University, 1994.

Name: John Studstill  
Rank and Title: Associate Professor of Anthropology and Sociology  
Education: B.A., Anthropology, Emory University, 1964.  
Diplome, Social Sciences, Ecole Pratique des Hautes Etudes, 1970.  
Ph.D., Anthropology, Indiana University, 1976.

Name: Florence Wakoko  
Rank and Title: Associate Professor of Sociology  
Education: B.A., Sociology, Makerere University, 1983.  
M.A., Sociology, Ohio State University, 1993.  
Ph.D., Sociology, the Ohio State University, 2002.

- ***Describe how part-time faculty are integrated into the program.***

Currently, the program uses the services of three highly skilled part-time faculty. Two such part-time faculty teach a total of six sections of Introduction to Sociology during the regular academic year and this is likely to reach seven or eight sections for the academic year 2010-2011. Additionally, one faculty member with extensive



social services experience teaches a 2000-level required course, Introduction to Social Work. With enrollments for the introductory sections set at a minimum of 60, and for Introduction to Social Work at 35, these three part-time faculty allow us to serve the needs of 400 students more than we would without their use.

Name: Craig Lenhard  
 Rank and Title: Instructor of Sociology (P/T)  
 Education: B.A., Sociology, Auburn University  
 M.S., Sociology, Virginia Polytechnic University, 1972.

Name: Linda Bass  
 Rank and Title: Instructor of Sociology (P/T)  
 Education: B.A., Social Work, University of Georgia  
 M.S.W., University of Georgia, 1999.

Name: Thomas Dailey  
 Rank and Title: Instructor of Sociology (P/T)  
 Education: M.A., Sociology, Auburn University, 2007.

All part-time faculty are kept up to date on program affairs through e-mail, phone conversations, and face-to-face conversations. Additionally, part-time faculty are expected to join full-time faculty for first of term departmental meetings. The department maintains an office for part-time faculty from which they maintain regularly scheduled office hours.

- ***Describe methods to be pursued for program improvement.***
  - Continue use of faculty development funds to enhance professional growth and development.
  - Continue use of faculty development funds to enhance teaching skills.
  - Hire another full-time sociologist with the credentials to support one or both of the concentrations currently being reviewed by college and university curriculum committees (i.e., Crime, Deviance, and Society or Applied Sociology).
  - Hire additional part-time faculty to teach Introduction to Sociology at the main campus, our facility at Ft. Benning, and our new facility at Westpoint, GA.

## **II.E. The Quality of Facilities and Equipment Supporting the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Describe the condition and adequacy of available space.***

Each sociology faculty member has their own office and space is sufficient. The departmental office, which we have just occupied, is nicely remodeled and spacious. In addition to a supply room, the department also maintains a printer room for faculty use. All sociology and criminal justice faculty are housed on the third floor of the Faculty Office Building and there are several offices for part-time faculty. Additionally, there is a conference room on the third floor that is shared by the departments of Criminal Justice/Sociology and Political Science. The conference room is very narrow and poorly suited as a conference room. Further, it is in desperate need of renovation.

Sociology courses are routinely taught in three buildings: Arnold Hall, Stanley Hall, and Clearview II. Seating capacities for Arnold Hall and Stanley Hall are adequate (e.g., 84+). However, seating is limited to approximately 40 for most classrooms in Clearview II. All classroom facilities at CSU are multimedia.

In the future, it would be useful to have a sociology lab with telephones for survey research, computers with SPSS for research and data analysis, and a printer.

- ***Describe the condition and adequacy of technology labs, equipment, and library resources.***

The university maintains a total of three on campus computer labs for student use. Each lab is staffed, computer software programs available to students on these computers are more than adequate, and students may use these computers to access the Internet. One lab in the Center for Commerce and Technology is now available for student use 24 hours a day.

Prior to joining the faculty of Criminal Justice to form the new department of Criminal Justice and Sociology, the Sociology program was housed in the department of Psychology and Sociology. Sociology majors had access to computer lab with eight computers, each with SPSS installed, and two printers. The lab was located on the same floor as the department office and faculty offices which made it very convenient when working with individual students or small groups. Though having a similar lab for Criminal Justice and Sociology majors is not possible for the moment because of space constraints, it is nevertheless something that would be of great use to department majors.

The Simon Schwob Memorial Library houses more than 240,000 volumes (e.g., books, journals, microfiche, archives, government documents, etc.). The library provides access to more than 100 data bases and electronic full-text of more than 500 journals. Together, and with JSTOR, these provide students with electronic access to virtually all of the major journals in sociology. In addition, the library maintains photocopiers, computers, study areas, and an educational technology center which provides equipment for viewing slides, filmstrips, and videocassettes and for listening to recordings, CDs, and audio tapes.

Additionally, sociology students have access to a computer lab on the first floor of the Faculty Office Building. It would be desirable in the future to have computers, with SPSS installed and printer access, on the third floor of the Faculty Office Building so that sociology faculty could more easily work with students but it is unlikely that enough space can be found to make that possible.

- ***Provide other indicators of adequacy of campus infrastructure to support the program.***

Services available to the program include printing (i.e., Printing Services), hardware and software support from Computer Information and Networking Services, student computer access through the Computer Center, assistance for faculty and students with CougarView Vista (i.e., BlackBoard) from UITs, tutorial services from the Office of Academic Support, postal services, departmental funds to help pay for research and class research projects, and college funds to help pay for student travel, when available.

- ***Describe methods to be pursued for improvement of the program.***
  - Locate resources for the development of a Criminal Justice and Sociology computer lab for students;
  - Renovate the third floor conference room in the Faculty Office Building;

## **II.F. The Quality of Research and Scholarship Supporting the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Explain how faculty involve students in research.***

Sociology faculty encourage student attendance and participation at conferences, workshops, symposia, and forums. In Social Research Methods students conduct

original research which gives them the research skills to collaborate with faculty in research projects. Often faculty-student collaboration in research results in presentations at conferences and symposia. Further, SOCI4899, Independent Research, gives students the option to receive credit for conducting original research either in a collaborative effort with a faculty member or independently.

- ***Describe how faculty research relates to the program mission.***

The mission of the Columbus State University Bachelor of Science in Sociology has the following objectives:

- to give students a more profound understanding of society, its structures, how it functions, the interrelationships among its institutions, and its impact on the human individual;
  - to prepare those students who are planning careers in which knowledge of sociology contributes to quality performance;
  - to provide a strong foundation in the discipline for students planning to attend graduate school in sociology.
- Dr. Newtonson's research focuses on social support networks of the elderly, prenuptial agreements, the Holocaust, and social justice. Dr. Newtonson has involved students in research on the teaching of the Holocaust, empathy, prenuptial agreements, informal support networks of the elderly, and somatosensory pleasure as it relates to violence. Currently, Dr. Newtonson is working with a student on the declining use of popular music as a vehicle for social commentary. While the project will be ongoing, their research will be presented at the 28<sup>th</sup> Southeastern Undergraduate Symposium in Sociology and the 10<sup>th</sup> annual Georgia Sociological Association meeting in October. This collaboration furthers student research knowledge and skills and better prepares them for graduate study in sociology while continuing to expand their understanding of sociology.
  - Dr. Studstill brings with him an extensive background in research. His research interests include migrant workers in Georgia and the South, concepts of race and ethnicity (theoretical), Eurosocialism, and Congolese cultures (traditional religion and modern development). Currently, Dr. Studstill recently obtained a grant to conduct research on socioeconomic development in Stewart County, Georgia. His grant allows for the use of students for field work and data collection. Dr. Studstill also encourages students to present research at professional conferences and some of those students will be presenting their papers at the annual Southern Anthropological Society meeting this month. Additionally, Dr. Studstill's research efforts ultimately find their way to the classroom where he continues to expose students to issues of multiculturalism, diversity, and other cultures.

- Dr. Wakoko-Studstill's research focuses on women's issues in general and specially on the role of women in the political and economic development of Uganda. As it fits well with the Women's Studies program at CSU, her research on women's issues benefits student understanding of gender and inequality. Further, utilizing her specialization in rural sociology, Dr. Wakoko-Studstill assisted five students obtain grants from the university for their participation in field research on socioeconomic development in Stewart County, Georgia. Dr. Wakoko-Studstill has mentored a number of students which had led to presentations at a number of student conferences the latest being the annual meeting of the Southern Anthropological Society this month.

Taken together, faculty use their own research interests, and that of their students, to further student understanding of the social scientific research process, society, its institutions, other cultures, multiculturalism, and issues of inequality.

- ***Describe mentoring and professional development opportunities for faculty.***

Sociology has not hired a full-time faculty member since 2002. Mentoring opportunities would be provided by senior faculty, the program director, and by the department chair. The department chair would likely monitor a new faculty member's teaching, while the program director would provide help and advice with syllabi, advising (in the second or third year of employment), student involvement in research, etc. New faculty members would be provided many opportunities for mentoring, collegiality, and some friendly advice—with a joke or two thrown in once in awhile just to lighten things up.

Professional development opportunities are fairly limited due to the severe budget constraints imposed by the state but generally funding is available for conference presentations.

- ***List faculty publications, papers given, and public lectures.***

#### **Dr. Newton**

- 1994 Cox, H. & Newton, R. (1994). The History of Social Gerontology. Sociological Practice, v11.
- 1996 Public Lecture. Social Work with the Elderly. National University Kyiv Mohyla Academy, Kyiv, Ukraine. (Fall)
- 1996 Public Lecture. The History of Social Work in the United States: Social Work with the Elderly. Dnipropetrovsk State University, Dnipropetrovsk, Ukraine. (Fall)
- 1996 Public Lecture. Teaching Social Work as a Sociologist. Sociology curriculum reform conference. Kharkov State University, Kharkov, Ukraine. (Fall)
- 1997 Newton, R. & Keith, P. (1997). Single Women in Later Life. In J. Coyle (Ed.), Handbook of Women and Aging. Westport, CT: Greenwood, 1997.

- 1997 Public Lecture. "Social Education in Ukraine: The Possibilities of a New Project," Social Work curriculum reform conference sponsored by the Christian Children's Fund, the International Federation of Social Workers, the Ukrainian Association of Social Pedagogues and Specialists, and UNICEF. Taras Shevchenko State University, Kyiv, Ukraine. (Fall)
- 1997 Public Lecture. Poverty in Ukraine. Odessa State University, Odessa, Ukraine. (Spring)
- 1997 Public Lecture. The Role of Social Workers in Ukraine: Working with the Elderly. Five day workshop for social workers. Tavrichesky University and the Crimean Ministry of Social Protection, Simferopol, Ukraine. (Spring)
- 1998 Newton, R. Begging on the Streets of Kyiv: Social Attitudes towards Begging and Beggars. United Nations High Commission on Refugees Quarterly Report, Ukrainian Edition, Fall 1998.
- 1998 Public Lecture. Three day workshop for social workers. Working with the Elderly. Crimean Ministry of Social Protection and the British Know-How Fund, Simferopol, Ukraine. (Spring)
- 1998 Public Lecture. Social Work Education in the United States. TACIS project, "Social Protection [for the elderly] in Ukraine." National University Kyiv Mohyla Academy, Kyiv, Ukraine. (Spring)
- 1999 Newton, R. Problems of the Elderly in the Ukrainian Transitional State. *Journal of Social Policy and Social Work* (1999).
- 1999 Newton, R. (1998). Begging in Kyiv: Problems and Needs. *Journal of Social Policy and Social Work* (1999).
- 1999 Hensen, K. & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Comparisons of the Provision of Social Support: the United States and Ukraine." (Spring)
- 2000 Stephens, M., Martin, E., & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Somatosensory Pleasure and Violence." (Spring)
- 2001 LaFortune, G., Scott, A., & Newton, R. Paper presented at the Twelfth Annual Student Convention in Gerontology and Geriatrics. "Sibling Provision of Informal Support to the Elderly." (Spring)
- 2001 LaFortune, G., Scott, A., & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Attitudes towards Prenuptial Agreements." (Spring)
- 2005 Newton, R. Paper presented at the annual meeting of the Association of Gerontology in Higher Education. "Attitudes towards Prenuptial Agreements among the Elderly." (Spring)
- 2006 Public Lecture. "Domestic Abuse and Gender," the Peace and Justice Group, sponsored by the Chattahoochee Valley Episcopal Ministries.
- 2006 Newton, R. Paper presented at the annual meeting of the Association of Gerontology in Higher Education. "Urbanization and Changes to Familial Social Support Networks of Rural African Elderly." (Summer)

- 2006 Speaker. Freshmen Convocation, Columbus State University. (Fall)
- 2006 Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University. (Fall)
- 2007 Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University. (Spring)
- 2008 Bolen, S., Jones, R., & Newtson, R. Paper presented at the annual meeting of the Georgia Sociological Association. "Empathic Reactions to a Holocaust Video: The role of gender, video gaming, and movie viewing habits." (Fall)
- In prep. "Can moral courage be taught in a class on the Holocaust?"

### Dr. Studstill

- In Prep: Term-Time Work and Student Achievement (based on survey of 220 CSU undergraduates) with Drs. Wakoko and Da Silva -- article to be submitted in August or September
- In Prep: *The Luba Political Epic: Myth, Ritual and Political Thought among the Luba of Katanga*. A reworking of my 1984 book published in French.
- In Prep: Quality of Life and Advanced Industrialism: U.S. and European Comparisons (book manuscript)
- 1989 with Mahmoud Al-Batal. Training Model for Teachers of the Less-Commonly-Taught Languages. Atlanta: Georgia Department of Education.
- 1985 Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students. Atlanta: Center for Public and Urban Research, Georgia State University.
- 1985 Survey of Dropouts among Children of Migrant Farmworkers in Orange County, Florida. Center For Public and Urban Research, Report, Georgia State University.
- 1984 Les Desseins d'Arc-en-Ciel: Epopée et Pensée chez les Luba du Zaïre. Paris: Editions du Centre National de la Recherche Scientifique.
- 1984 with Robert E. Snow and Janet D. Ockerman  
Assessing Local Needs for Migrant Education Programs: A Guide to Data Collection. Atlanta: Center for Public and Urban Research, Georgia State Univ.
- In prep. Systems Theory and the Culture Concept: Postmodern Misunderstandings. Paper to be presented at the 2010 Southern Anthropological Society meeting.
- In prep. Socioeconomic Development in a Rural Georgia County. (Stewart County as a test case)
- 2009 Sweden, Eurosociualism and Obama, *Special to the Ledger-Enquirer*, Sunday June 21, 2009, Voices.
- 2009 Students as a New Proletariat: Study, Social Life, Term-time Work, and Grades. Paper presented at the Southern Anthropological Society meeting, Wilmington, NC. (with Florence Wakoko-Studstill)

- 2008 Term-Time Work and Student Performance. Paper, Southern Anthropological Society meeting, Staunton, VA.
- 2006 The Greatest Country in the World: Quality of Life in Sweden and the U.S. Lecture, Center for International Education, Columbus State U., September, 2006.
- 2006 Social Change in Rivercity: An Overview of Recent Trends. Southern Anthropological Society Annual Meeting, Pensacola, FL.
- 2006 Cultural Diversity in Columbus: Undergraduate Student-Teacher Conversations on Race, Ethnicity and Conflict Resolution. Paper presented to the 8th Annual Meeting of the National Association for Peace/Anti-Violence Education (a branch of the Georgia chapter of NAME (National Association for Multicultural Education), Peachtree City, GA, April 2006.
- 2005 Ethnicity and Social Change in Southern Georgia—The Peach Industry, an Overview (with Florence Wakoko-Studstill). Southern Anthropological Society Annual Meeting, Chattanooga, TN.
- 2004 The One-Columbus Initiative: Ethnic Diversity and Community Response. Southern Anthropological Society Annual Meeting, Decatur, GA.
- 2003 Rivercity as a Sociocultural System. Paper. Southern Anthropological Society Annual Meeting, Baton Rouge, La. (Introduction to Session at SAS Meeting "Trouble in Rivercity: Social Problems in a Mid-Sized Southern City.")
- 2002 Traditional Religion in the Congo: The Luba Political Epic, paper presented at Southern Anthropological Society Annual Meeting, Asheville, NC.
- 2002 Rainbow Nation. The Columbus Ledger-Enquirer, Sept. 15, '02, pp. F1. (Based on Fulbright Study Tour to South Africa).
- 2002 Small Societies Can Be Beautiful! President's Column, Southern Anthropologist, vol. 29, No.1, Fall 2002, p. 4.
- 2002 Survey of U.S.-African Student Attitudes Toward Latin Immigrants in Three U.S. Colleges. Paper presented to the Annual Meeting of the Southern Anthropological Society, Asheville, NC. (based on surveys of students at 3 predominantly Afro-American Colleges in GA in which I have taught.)
- 2002 Terrorism. Op-Ed in the Columbus Ledger-Enquirer, July 14, '02, pp.F1,F4.
- 2001 Ethnicity Can Work: Implications of the No-Race Position in Social Science. American Anthropological Association, paper, annual meeting.
- 2001 Hospitality and Hostility: Latin Immigrants in Southern Georgia. In *Latino Workers in the Contemporary South*, eds. Arthur D. Murphy, Colleen Blanchard and Jennifer A. Hill, 68-81. Southern Anthropological Society Proceedings, No. 34. Athens: U. of Georgia Press.
- 2000 Erasing Race: Anthropology's Red Public Face. American Anthropological Association, paper, annual meeting.
- 2000 Review of *An Anthropology for Contemporaneous Worlds* by Marc Auge American Anthropologist 102(2):375-6.
- 1999 Social Mobility of Latin Immigrants in South Georgia. Southern Anthropological Society, paper, annual Meeting, Decatur, GA.
- 1999 Survey of the Culture Concept. Southern Anthropologist 26(1):8-10.



- 1998 A Rose By Any Other Name: A Modest Yet Radical Proposal About "America." Voices of Mexico no. 45(Fall/Winter): 61-65.
- 1998 On Race, Ethnicity and Baby's Bathwater. Anthropology Newsletter 39(1):16-17.
- 1997 Exploitation in Academe: Subjective Interview With a Prol, and a Systems Theoretic Synthesis of Baer and Blanchard. Southern Anthropologist 24(2):11-17.
- 1986 Attrition in Zairian Secondary Schools: Ethnographic Evaluation and Sociocultural Systems. In *Educational Evaluation: Ethnography in Theory, Practice and Politics*, David M. Fetterman and Mary J. Pitman, Eds. Beverly Hills: Sage. pp. 101-118.
- 1985 Cultural Transmission and Cultural Reproduction: Theory in Educational Anthropology & Sociology. Paper, American Anthropological Association, Annual Meeting, Washington, DC.
- 1984 Theory in Attrition Studies in Africa: Ethnographic Evaluation and Sociocultural Systems. Paper, American Anthropological Association, Annual Meeting, Denver.
- 1984 Educational Funding and Student Attrition in Georgia, Sweden and Japan. Paper, Southern Society for Comparative and International Education, Annual Meeting, Atlanta.
- 1984 Africans as Superiors: Structural Studies of African Religions. Invited lecture at Agnes Scott College Multicultural Awareness Symposium, January, 1984.
- 1983 From Equality of Opportunity to Equality of Results in Education. Paper, American Anthropological Association, Annual Meeting, Chicago.
- 1983 Evaluation of Student Attrition in Zairian Secondary Schools: Ethnographic Methods and Sociocultural Systems. Invited paper for the Session on Evaluation in Educational Settings, International Congress of Anthropological and Ethnological Sciences, Vancouver.
- 1984 Student Attrition in Zaire and the U.S.: A Cross-Cultural Causal Model. Paper, Southern Society for Comparative and International Education, Annual Meeting, Atlanta.
- 1982 Voluntary Education in the All-Volunteer Force. Paper, American Anthropological Association, Annual Meeting, Washington, D.C.
- 1980 Population Education for Out-of-School Youth in Zaire Using Traditional Modes of Communication. Research Report, mimeographed. UNESCO, Paris.
- 1980 Review of Dassen, et al. *La Naissance de l'Intelligence chez l'Enfant Baoule*. American Anthropologist 83(1): 171-72.
- 1979 Education in a Luba Secret Society. Anthropology and Education Quarterly 10(2): 67-81.
- 1976 Why Students Fail in Masomo, Zaire. Journal of Research and Development in Education 9(4):124-36.
- 1971 The Nature and Utility of the Structural Study of Myth. Paper, Central States Anthropological Society, Detroit.
- 1970 L'Arbre Ancestral dans les Contes Africains, in: *Les Contes de L'Arbre*, (Ed.) Genevieve Calame-Griaule. Paris: Bibliotheque de la S.E.L.A.F., no. 20:119-137.

**Dr. Wakoko-Studstill**

- 1997 Wakoko, F. and Lobao, L. "Reconceptualizing Gender and Reconstructing Social Life: Ugandan Women and the Path to National Development." *Africa Today*, 43, 3:307-322.
- 1994 Newspaper article on "CSU Leading in New USG Consortium African Studies Vol. 3 Number 9. [http://www.colstate.edu/impact/pdf/Sept\\_Impact\\_04.pdf](http://www.colstate.edu/impact/pdf/Sept_Impact_04.pdf)
- 2000 "Global Restructuring and Policy Change: Assessing the Implications for Household-Gender Dynamics in Two Rural Regions of Uganda." Presentations at the 63rd Annual Rural Sociological Society Conference, Washington, D.C., Aug. 2000, 13-17.
- 2002 "Women, Economics and Empowerment in Uganda. Southern Anthropological Society." Asheville, North Carolina. 2002 April
- 2003 "A Socioeconomic Study of Micro-Credit and Women's Empowerment in Uganda." Presented at the Annual Schwab Library Faculty Research Forum. Columbus State University. April 6-12, 2003. Simon Schwab Memorial Library Newsletter. Vol. 6, Number 1.
- 2004 "The Relevance or, Irrelevance of Marx's Philosophy for Women in Post-Modern Societies." Presented at the Unitarian Universalist Church. May 2004.
- 2004 "Determinants of Women's Empowerment in Rural Households: Gender and Microfinance Use in Uganda. " Presented at the 67th Rural Sociological Society Annual Meeting. Sacramento, CA August 2004.
- 2009 Florence Wakoko, Elizabeth Wurz, Bonita Williams, Nurturing a Write-to-Learn Initiative across the Disciplines [pr-1], The Conference for Scholarship of Teaching and Learning (SoTL), Georgia Southern University, Ga. March 11-13, 2009.
- 2009 Florence Wakoko, Millenium Development Goals and Girl-Child Education in Africa: Challenges and Prospects, paper presented at the Annual Global Conference on MDGs, St. Phillips Cathedral, Atlanta, GA., November for the Episcopal, November 14, 2009.

- *Describe methods to be pursued for program improvement.*
  - Continue to encourage faculty research that leads to publications and presentations.
  - Continue to involve students in student/faculty collaborative research.

**II.G. The Quality of Service Supporting the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region.***

Faculty of Sociology have participated in a great many service activities at the department, college, university, and community levels. Please see individual faculty curricula vitae for more information.

## **II.H. Program Honors & Awards**

Rating: Satisfactory

The Sociology program received a positive evaluation as part of the 2002 Sociology Comprehensive Program Review.

## **II.I. Exceptional Achievements & Honors of the Program's Students, Graduates, and Faculty**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program.***

Dr. Studstill served as President of the Southern Anthropological Society , 2002-2003.

Dr. Newtonson was named Educator of the Year at Columbus State University, 2005-2006.

Among those graduating with a B.S. in Sociology May 2008, three graduated summa cum laude, one magna cum laude, and three cum laude. Further, a number of high-functioning graduates worked with faculty on independent research projects and the results of those projects were presented at regional conferences. As part of their requirements in several sociology courses, a number of majors presented papers at anthropological and sociological student conferences during the 2008 F.Y. Further, subsequent to their F.Y. 2008 graduation, a number of alumni have enrolled in graduate programs and 10 have applied to graduate programs.

## **II.J. General Success of the Program's Graduates**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Report the results of the department's assessments of the general success of the program's graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.***

Results of surveys mailed to Sociology alumni in 2006 and 2007 showed that (a) all alumni who responded were either employed, attending graduate school, or had been admitted to graduate school. Most felt that the program prepared them for a job after graduation and identified program strengths in research methods course work, class discussions, and a willingness to research and discuss what society often seems unwilling to do.

The Sociology program needs to develop a more comprehensive method of keeping up-to-date on the status of alumni. Though department funds may be strained, a mailer to alumni wishing them a happy holiday season, along with a letter (with a self-addressed stamped envelope) asking questions about employment and/or graduate training, might be a more effective way of maintaining contact with alumni.

Results of the F.Y 2008 Major Field Test of E.T.S. were positive and generally suggest that graduates performed at a satisfactory level. The mean total score for the Sociology Major Field Test was M=149, which was at the 50th percentile nationally based on data collected by ETS from 117 domestic institutions during 2006-2008. Means and percentile ranks of the two sub-scores were: Core Sociology, (M=49, 50th percentile) and Critical Thinking, (M=49, 50th percentile).

## **II.K. Stakeholder Satisfaction with the Program**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.***

Alumni who responded to a fall 2007 survey rated their satisfaction with the curriculum's ability to prepare them for the job market between "adequate" and "very good." A former student who had been accepted to a graduate program wrote, "The course work was very good when it came to applying my knowledge." The same student also identified both research methods classes and study circles as strengths of

the program. Several alumni stated that faculty should present more information about what students could do with a degree in Sociology. Sociology faculty responded to this suggestion by requiring a new course, SOCI1000, Required Seminar in Sociology:

**SOCI 1000. Entrance Seminar in Sociology (4-0-0)** Required of all sociology majors in their first semester after entering the sociology program. Issues to be presented include: benefits of a sociology degree (i.e., what you can do with a degree in sociology), tips on studying, referencing and writing styles (i.e., A.P.A. style), the utility of internships, student/faculty collaboration in research, the Sociology Club, the honors program, graduate school, community outreach, and general academic policies. S/U grading.

## **II.L. Program's Responsiveness to Change & Improvement**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Above Average

- ***Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.***

Since 2002, the faculty of sociology have added to program requirements (a) an orientation workshop for new sociology majors (SOCI1000, Required Seminar in Sociology), (b) student outcomes assessment (i.e., Exit Exam in Sociology) using the ETS Major Field Assessment to measure program outcomes, (c) requiring a grade of C or higher in all sociology courses to earn the B.S. in Sociology, (d) requiring a grade of C in the introductory course as a prerequisite for all other sociology courses, (e) requiring a statistics course (which, if the curriculum changes are approved by the college and university committees, will be changed from a standard statistics course taught by mathematicians as an Area F requirement to a course taught by the faculty of Sociology as an Area G requirement), (f) adoption of a new mission statement, and (g) the adoption of new learning outcomes as recommended by the American Sociological Association.

After joining the new department of Criminal Justice and Sociology in the fall of 2009, Sociology faculty submitted proposals for significant revisions to the curriculum in order to better accommodate student needs while still providing a quality education in sociology. Subsequent to a request from the new Provost to offer a more applied direction for the curriculum, researching options, evaluating different program models, and with mindful consideration to American Sociological Association recommendations, the faculty decided to propose the development of three concentrations: (a) General Sociology, (b) Applied Sociology, and (c) Crime, Deviance, and Society. Area F and G

requirements (below) would be the same for all three concentrations:

**AREA F REQUIREMENTS (18 HOURS) (ALL CONCENTRATIONS)**

A grade of "C" or better is required in all courses.

ANTH 1105 Cultural Anthropology  
 SOCI1\*\*\* Introduction to Social Problems  
 PSYC 1101 Introduction to General Psychology  
 SOCI 1101 Introduction to Sociology  
 SOCI 2126 Introduction to Social Work  
 SOCI 2293 Family and Society

**AREA G1 REQUIREMENTS (15 HOURS)(ALL CONCENTRATIONS)**

A grade of "C" or better is required of all Area F, G and H requirements.

SOCI 1000 Required Seminar in Sociology (0 HOURS)  
 SOCI3\*\*\* Social Statistics  
 SOCI 3103 Sociological Theory  
 SOCI 3117 Race and Ethnic Relations  
 SOCI 3\*\*\* Social Research Methods  
 SOCI4\*\*\* Sociology Capstone

**B.S. Sociology—General Sociology Concentration**

**AREA G2 REQUIREMENTS: NONE (0 HOURS)**

**AREA H: GENERAL SOCIOLOGY ELECTIVE CHOICES (24 HOURS)****Choose 24 hours from the following:**

ANTH 3125. People and Cultures of Africa  
 ANTH 3\*\*\*. Evolution of Social Stratification and Inequality (re-designated from 4107)  
 ANTH 3\*\*\*. Religion, Culture and Society (re-designated from 5155)  
 SOCI3105 Society and the Individual  
 SOCI 3106 Sociology of Occupations and Professions  
 SOCI 3107 African Women and Development  
 SOCI 3108 Sociology of Aging  
 SOCI 3109 Sociology of Deviance  
 SOCI 3116 Sociology of Domestic Abuse  
 SOCI3117 Race and Ethnic Relations  
 SOCI 3120 Educational Development in Africa  
 SOCI 3128 Drugs and Society  
 SOCI 3129 Sociology of Gender  
 SOCI 3135 Sociology of Development  
 SOCI 3225 Model African Union  
 SOCI 3508 Selected Topics in Sociology  
 SOCI 3899 Independent Readings in Sociology  
 SOCI 4\*\*\* Internship (to be re-designated from the 3000-level)  
 SOCI4108 Clinical Sociology  
 SOCI 4405 Sociology Practicum  
 SOCI 4899 Independent Study

**AREA I: GENERAL ELECTIVES (21 HOURS)****TOTAL HOURS: 123****B.S. Sociology—Applied Sociology Concentration**

**Choose 12 hours from the following:**

SOCI3698 Internship  
 SOCI3116 Domestic Abuse  
 SOCI3128 Drugs and Society  
 SOCI3135 Sociology of Development  
 SOCI3136 Sociology of Aging  
 SOCI3508 Selected Topics (with a relevant topic)  
 SOCI4108 Clinical Sociology  
 SOCI 4899 Independent Study

**Choose 12 hours from the following (if not already taken above):**

ANTH 3125. People and Cultures of Africa  
 ANTH 3\*\*\*. Evolution of Social Stratification and Inequality (re-designated from 4107)  
 ANTH 3\*\*\*. Religion, Culture and Society (re-designated from 5155)  
 SOCI3105 Society and the Individual  
 SOCI 3106 Sociology of Occupations and Professions  
 SOCI 3107 African Women and Development  
 SOCI 3108 Sociology of Aging  
 SOCI 3109 Sociology of Deviance  
 SOCI 3116 Sociology of Domestic Abuse  
 SOCI3117 Race and Ethnic Relations  
 SOCI 3120 Educational Development in Africa  
 SOCI 3128 Drugs and Society  
 SOCI 3129 Sociology of Gender  
 SOCI 3135 Sociology of Development  
 SOCI 3225 Model African Union  
 SOCI 3508 Selected Topics in Sociology  
 SOCI 3899 Independent Readings in Sociology  
 SOCI 4\*\*\* Internship (to be re-designated from the 3000-level)  
 SOCI4108 Clinical Sociology  
 SOCI 4405 Sociology Practicum  
 SOCI 4899 Independent Study

**AREA I: GENERAL ELECTIVES (21 HOURS)****TOTAL HOURS: 123****B.S. Sociology— Crime, Deviance, and Society Concentration**



**Choose 12 hours from the following:**

CRJU 1105 Introduction to Criminal Justice  
 CRJU 2105 Criminology  
 SOCI3109 Sociology of Deviance  
 SOCI3116 Domestic Abuse  
 SOCI3128 Drugs and Society  
 CRJU3155 Juvenile Delinquency  
 CRJU 4168 Forensic Criminal Justice  
 SOCI3508 Selected Topics (with a relevant topic)  
 SOCI3698 Internship  
 SOCI3899 Independent Readings  
 SOCI 4899 Independent Study

**Choose 12 hours from the following (if not already taken above):**

CRJU 1105 Introduction to Criminal Justice  
 CRJU 2105 Criminology  
 ANTH 3125. People and Cultures of Africa  
 ANTH 3\*\*\*. Evolution of Social Stratification and Inequality (re-designated from 4107)  
 ANTH 3\*\*\*. Religion, Culture and Society (re-designated from 5155)  
 SOCI3105 Society and the Individual  
 SOCI 3106 Sociology of Occupations and Professions  
 SOCI 3107 African Women and Development  
 SOCI 3108 Sociology of Aging  
 SOCI 3109 Sociology of Deviance  
 SOCI 3116 Sociology of Domestic Abuse  
 SOCI3117 Race and Ethnic Relations  
 SOCI 3120 Educational Development in Africa  
 SOCI 3128 Drugs and Society  
 SOCI 3129 Sociology of Gender  
 SOCI 3135 Sociology of Development  
 SOCI 3225 Model African Union  
 SOCI 3508 Selected Topics in Sociology  
 SOCI 3899 Independent Readings in Sociology  
 SOCI 4\*\*\* Internship (to be re-designated from the 3000-level)  
 SOCI4108 Clinical Sociology  
 SOCI 4405 Sociology Practicum  
 SOCI 4899 Independent Study

**AREA I: GENERAL ELECTIVES (21 HOURS)****TOTAL HOURS: 123**

The three concentrations that have been proposed, General Sociology, Applied Sociology, and Crime, Deviance, and Society, represent the first year of implementing

change that will result in greater employment opportunities for students while still providing a high quality education in sociology. The three concentrations were proposed with four maxims: (a) to only include courses listed in the catalog that are routinely taught (i.e., required courses should be taught at least once per year and elective course work at least biannually), (b) to tightly limit the number of proposals for new courses this year, and for the Applied Sociology and Crime, Deviance, and Society concentrations, (c) to use only existing course work, and (d) to limit concentration course work to no more than 12-15 hours. If the proposals for the concentrations are approved, second year proposals will almost certainly lead to modifications for the two latter concentrations, with several new courses being developed for each of the two concentrations. However, the creation of these new courses will in all likelihood have to be countered by the deactivation of an equal number of courses deemed less relevant to the new curriculum or not routinely taught.

- ***Comment on how frequently the program's faculty are engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.***

Sociology faculty regularly meet to evaluate the curriculum and "fine-tune" when necessary. Proposed modifications to the Sociology program are consistent with recommendations made by the American Sociological Association, offer our students a solid foundation in sociology, and better prepare them for a tight job market with useful and valuable skills.

## **II.M. Summary Findings of the Program's Overall Productivity**

- ***Repeat the summary conclusion about the strength of the program's overall productivity as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed, among the indicators of program productivity that follow.***

The faculty of Sociology believe the following to be program strengths in productivity:

- **Advising.** Faculty use the online Degree Evaluation Record to go over degree progress with advisees. This ensures reliable and consistent advising that is not necessarily present when advisors use printed degree requirements (e.g., a student might indicate they had a specific course that is required by the printed degree requirements but the D.E.R. may show that the course wasn't accepted for credit or was awarded less credit than a comparable course at CSU, etc.). Good advising should increase the graduation rate for majors.

- **Curriculum/Response to Change.** Program modifications, when needed to provide for student need and a changing socioeconomic climate, are made with American Sociological Association recommendations in mind, making the program a living and responsive body of knowledge, objectives, and skills. Program modification is a healthy part of program growth. Curriculum modifications currently under review by college and university curriculum committees reflect the program's fluidity and ability to change. Offering a program that meets students needs, provides them with a high quality education in sociology, and helps prepare them for entry into the job market or graduate school, should add 'value' to the degree and help keep the graduation rate high.
- **Service.** The program exhibit a very strong commitment to service which is demonstrated by the many public lectures given by faculty, the many community organizations to which our faculty and students interact through internships, service-learning, or volunteering, and the many department, college, and university committees on which they serve. In addition to instilling a sense of 'giving-back' to the community, the provision of service by students can them skills and knowledge that are valuable in the labor force or graduate school, both of which add 'value' to the degree and keep the graduation rate high.
- **Productivity.** While retention and graduation rates may be in line with other CSU degree programs, the Sociology program showed a relatively consistent increase in degree productivity from F.Y. 2004 through F.Y. 2008 with a net increase of 179%. From F.Y. 2006 though F.Y. 2008, the Sociology program awarded on average 30 degrees per year (39 students earned their B.S. in Sociology during the F.Y. 2008—ranking Columbus State University's Sociology program 6<sup>th</sup> in the state in degrees awarded). Even excluding F.Y. 2008, Sociology was graduating about the same or slightly more than other programs—programs with much larger enrollments.

### List of Recommendations for Improving Program Productivity

- Though the Sociology program graduates students at a rate equal to or greater than most other CSU programs, enrollment is lower than we would like to see. We believe the new curriculum, as currently being reviewed by college and university curriculum committees, will raise enrollment as it offers majors more options. When combined with the change in the statistics requirement (i.e., replacing the statistics course taught in the Mathematics department with one taught in-house by Sociology faculty using social science data and examples), we believe enrollment will increase.
- Increase the number of part-time faculty teaching introductory sections. Greater efforts should be made to recruit highly-qualified part-time faculty to teach introductory sections at both the main CSU campus, the Ft. Benning facility, and our new facility in West Point, GA. The introductory course is a great recruiting tool for the Sociology

program. Many current majors changed their degree program after taking the introductory class.

- Increase the number of full-time faculty. There are not enough full-time faculty teaching upper division course work. More faculty would increase the number and frequency of course offerings which would in turn increase enrollment.
- While faculty advising prior to and during student registration provides an opportunity for faculty to answer questions and provide academic guidance, it is not enough if we are to take retention seriously. Faculty of Sociology should mandate student/faculty sessions at other points during the term. As Ken Bain points out in his book “What the Best College Teachers Do,” student/faculty interaction outside of the classroom is hugely important to student success. Faculty who take the time to get to know their students provide students with the feeling that faculty actually have an interest in them and their academic success. These mandated, but informal and relaxed, student sessions should take the form of faculty inquiry into how the student is performing in his/her classes, pointing out academic resources, offering academic support if it can be provided, and getting the student to start thinking about his/her future—employment or graduate school.

### III.A. Enrollment of Students in the Program

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years.***

Sociology Enrollment Fall 2004 through Fall 2008					
	Fiscal Year				
	2004	2005	2006	2007	2008
Enrollment	98	112	112	103	92
Average enrollment for the five year period was 102					

Sociology program requirements were changed in the fall of 2008 to include STAT1127, Statistics. Basic statistics had been taught as part of Social Research Methods II as it

related to the teaching and applied use of SPSS in their original research project. However, in thinking of American Sociological recommendations, sociology faculty decided to adopt a more comprehensive exposure to statistics and require students to take a formal course in statistics, STAT1127. However, private discussions with majors, and several former majors, revealed a definite statistical angst: most majors were anxious by the new requirement and many feared their mathematical abilities were not good enough to get them through a formal course in statistics. Further discussions with sociology majors seemed to reveal a failure on the part of students to understand statistical application—few statistics courses worked with social science data as part of their method of instruction. There is absolutely no doubt on the part of the faculty of Sociology that this fear of being required to take a statistics course led to a significant reduction in majors after the requirement was implemented. Further, it is also our belief that this statistics requirement has depressed the number of transfer students declaring sociology as their major as well as CSU students who may have wanted to change their major to sociology. Sociology faculty felt that if social science research and data were used as part of the teaching methodology, sociology majors might be less anxious about taking a course in statistics and have a higher rate of success in the course. With that in mind, Sociology faculty have proposed a new course to be added to the sociology required curriculum, Social Statistics. If approved by the college and university curriculum committees, Social Statistics would be taught in-house, necessitate the learning and use of SPSS, and be infused with sociological research and data so that students would relate better to the material when learning statistics.

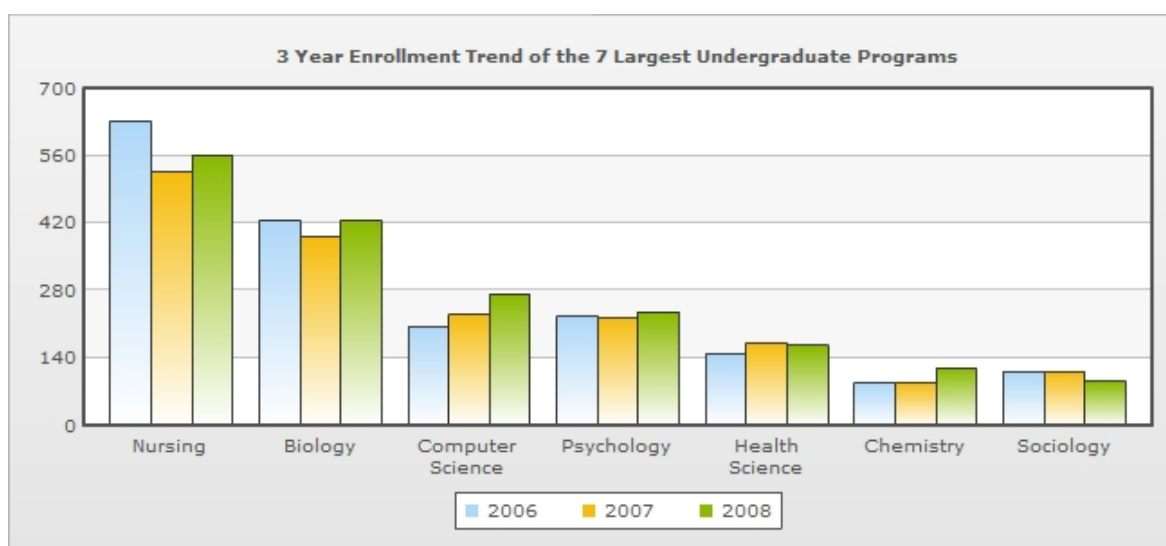
- ***For undergraduate programs, compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollment trends of upper division declared majors in other undergraduate programs at CSU.***

While the Sociology program did experience a drop in enrollment from F.Y. 2004 through F.Y. 2008, it is important to note the explanation offered above. Further, when compared to other College of Science programs, three other programs experienced a decrease in enrollment over the five year period and an additional three programs had very slight increases.

### **Enrollment by Declared Majors (Bachelors): College of Science**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	# Change Over 5 Years	% Change Over 5 Years
Biology	374	436	425	391	425	51	14%
Biology & Sec Ed	26	20	22	22	18	-8	-31%

Chemistry	55	74	88	88	119	64	116%
Chemistry & Sec Ed	5	3	2	6	5	0	0%
Computer Science	261	213	206	230	272	11	4%
Geology	15	11	17	20	18	3	20%
Geology & Sec Ed	2	3	1	0	2	0	0%
Health Science	114	127	149	171	166	52	46%
Information Technology	na	na	na	na	8	na	Na
Mathematics	33	34	41	37	60	27	82%
Math & Sec Ed	49	55	53	43	31	-18	-37%
Nursing	556	613	632	526	562	6	1%
Psychology	247	255	227	225	236	-11	-4%
<b>Sociology</b>	<b>98</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>92</b>	<b>-6</b>	<b>-6%</b>
<b>Total Bachelors</b>	<b>1,835</b>	<b>1,956</b>	<b>1,975</b>	<b>1,871</b>	<b>2,014</b>	<b>179</b>	<b>10%</b>



- **Describe methods to be pursued for program improvement.**
  - Gain approval for the proposed change to Area G (i.e., to drop STAT1127 as an Area F requirement but to then require a course in social statistics taught in-house by sociology faculty).
  - Mandate mid-year informal sessions between advisor and advisee.

- Gain approval for the three proposed sociology concentrations.
- Hire a full-time sociologist to support one or both of the proposed concentrations (i.e., Applied Sociology or Crime, Deviance, and Society).
- Hire more part-time faculty to increase the number of core course offerings.
- Develop a more *youth-friendly* webpage for the Sociology program.
- Develop a professional video linked to the Sociology program's webpage with information about the Sociology major.
- Maintain the program's representation at new student orientations.

### III.B. Annual Degree Productivity of the Program

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

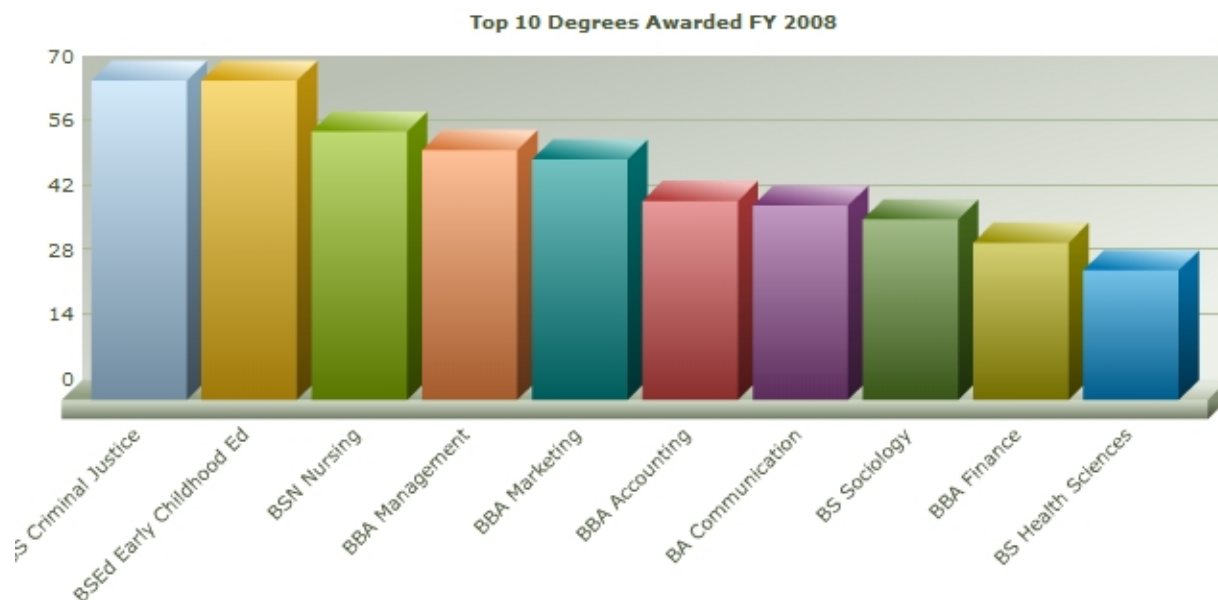
Rating: Very Strong

- ***Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and trends of the program's productivity over the past five years.***

The Sociology program showed a relatively consistent increase in degree productivity from F.Y. 2004 through F.Y. 2008 with a net increase during those five years of 179%.

Degrees Awarded: Sociology F.Y. 2004 through F.Y. 2008						
	Fiscal Year					
	2004	2005	2006	2007	2008	4-Year % Change
Degrees Awarded	14	16	26	26	39	+179%

- ***Compare the strength of the program's degree productivity with the productivity of other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.***



From F.Y. 2006 through F.Y. 2008, the Sociology program awarded on average 30 degrees per year. Even excluding F.Y. 2008, Sociology was graduating about the same or slightly more than other programs—programs with much larger enrollments.

#### Bachelors Degrees Ranked by Degrees Awarded (F.Y. 2006-2008)

Bachelor	2006	2007	2008	3 Year Average
BS Criminal Justice	63	69	69	67
BSEd Early Child Ed	45	68	69	61
BSN Nursing	53	71	58	61
BBA Management	40	40	54	45
BBA Marketing	33	39	52	41
BBA Accounting	31	18	43	31
BA Communication	27	24	42	31
BS Sociology	26	26	39	30
BBA Finance	19	26	34	26
BS Health Sciences	20	18	28	22
BS Exercise Science	20	28	27	25
BA English Lang & Lit	18	20	26	21
BM Music Performance	8	16	24	16
BBA General Business	16	26	22	21
BBA Comp & Info Sys	32	27	21	27
BS Computer Science	39	19	21	26

- **Describe methods to be pursued for program improvement**



- Gain approval for the three proposed sociology concentrations;
- Hire a full-time sociologist with a specialization in criminology;
- Hire more part-time faculty to increase the number of core course offerings;
- Increase sociology course offerings.
- Remove the 'bottleneck' in elective course work.

### III.C. Program Completion Efficiency & Graduation Rate

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Analyze and interpret the program's graduation rate.***

The graduation rate for Sociology was 50% for students graduating by the end of F.Y. 2008. Sociology as a degree program at CSU is not one students typically declare when entering the university as matriculating freshmen. Generally, most entering freshmen have no idea what sociology is as a discipline. Most sociology majors at CSU declare the major only after being exposed to it in the core and changing from another major. Further, sociology at CSU attracts a significant number of transfer students from other USG institutions, and largely because of the Fort Benning military base, from institutions around the US and even the world.

#### Six Year Graduation Rate for B.S. in Sociology

Major Program	Number in Fall 2001 Cohort	Fall 2001 Cohort Graduating by 2007		Number in Fall 2002 Cohort	Fall 2002 Cohort Graduating by 2008	
		Number	Rate		Number	Rate
Sociology	4	2	50.0%	2	1	50.0%

- ***Compare the program's graduation rate with those of other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.***

For students graduating by the conclusion of F.Y. 2008, Sociology had a graduation rate of 50%, which is in line with other programs. However, figures reported for all majors should be interpreted with extreme caution given the often low, very low cohort numbers.

### Six Year Graduation Rate of Selected CSU Major Programs

Major Program	Number in Fall 2001 Cohort	Fall 2001 Cohort Graduating by 2007		Number in Fall 2002 Cohort	Fall 2002 Cohort Graduating by 2008	
		Number	Rate		Number	Rate
<b>Baccalaureate</b>						
Accounting	16	7	43.8%	21	13	61.9%
Art	15	4	26.7%	15	3	20.0%
Art Education	1	0	0.0%	2	1	50.0%
Biology	30	11	36.7%	51	13	25.5%
Biology & Secondary Education	4	1	25.0%	4	2	50.0%
Chemistry	3	2	66.7%	8	2	25.0%
Chemistry & Secondary Education	2	0	0.0%	1	0	0.0%
Communication	18	10	55.6%	8	3	37.5%
Computer Science	53	15	28.3%	42	7	16.7%
Criminal Justice	9	4	44.4%	20	8	40.0%
Early Childhood Education	27	13	48.1%	33	14	42.4%
English Language	10	2	20.0%	12	6	50.0%
English & Secondary Education	13	6	46.2%	7	4	57.1%
Exercise Science	1	0	0.0%	5	2	40.0%
Finance	4	1	25.0%	6	2	33.3%
Geology	2	1	50.0%	0		
Geology & Sec Ed (ES)	0			0		
Health & Physical Education	7		71.4%	1		
Health Science		5			1	100.0%
History	12	3	25.0%	5	1	20.0%
History & Sec Education	6	2	33.3%	5	2	40.0%
Management	12	2	16.7%	9	3	33.3%
Management Inf Systems	8	4	50.0%	16	3	18.8%
Marketing	4	0	0.0%	9	4	44.4%
Mathematics	11	5	45.5%	17	1	5.9%
Math & Secondary Education	6	0	0.0%	6	2	33.3%
Nursing	5	2	40.0%	4	3	75.0%
Political Science	45	20	44.4%	66	31	47.0%
Psychology	9	5	55.6%	15	7	46.7%
Sociology	18	7	38.9%	29	6	20.7%
	4	2	50.0%	2	1	50.0%
<b>Total Baccalaureate</b>	<b>494</b>	<b>199</b>	<b>40.3%</b>	<b>566</b>	<b>196</b>	<b>34.6%</b>

### Retention Rates of CSU Major Programs Fall 2004 through Fall 2008

Program	Retention Rate		
	F.Y. 2006	F.Y. 2007	F.Y. 2008
Health Science	100%	50%	77.8%
History	80%	50%	44%
Mathematics	80%	55.6%	56.3%
Political Science	58.8%	44.4%	66.7%
Psychology	81%	70.6%	61.5%
<b>Sociology</b>	<b>100%</b>	<b>60%</b>	<b>71.4%</b>

The Sociology program's retention rate (71.4% in F.Y. 2008) seems to be in line with other programs at CSU. Further, it seems to be in line with the university's current overall retention rate of 64.64% and its institutional target retention rate of 73.0% (F.Y. 2008). (Source: University System of Georgia, Academic Data Mart and/or Student Information Reporting System).

CSU Institution-Specific Retention Rate Targets by Fiscal Year					
	2004	2005	2006	2007	2008
Target %	70.0	70.5	71.0	72.0	73.0

Source: <http://faculty.colstate.edu/program.asp>

- **Describe methods to be pursued for program improvement.**

Results of a qualitative survey of recent graduates administered in the summer of 2007, showed that some graduates felt that not enough information was presented to students about what they could do with a sociology major. Something that should have been explained to students during academic advising, seemed not to have been in some cases. Consequently, sociology faculty created a new course, SOCI1000: Entrance Seminar in Sociology. Below is the catalog description of that recently created course:

**SOCI 1000. Entrance Seminar in Sociology (4-0-0)** Required of all sociology majors in their first semester after entering the sociology program. Issues to be presented include: benefits of a sociology degree (i.e., what you can do with a degree in sociology), tips on studying, referencing and writing styles (i.e., A.P.A. style), the utility of internships, student/faculty collaboration in research, the Sociology Club, the honors program, graduate school, community outreach, and general academic policies. S/U grading.

### III.D. Efficiency & Clarity of the Program's Course Requirements

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.***

Below were the program requirements for the last complete fiscal year, 2008. Further below in this section (i.e., methods to be pursued for program improvement) are the program requirements for the three concentrations currently under consideration by the University Curriculum Committee.

**Area F Courses Related to Major      Required Hours: 18**

ANTH 1105 Cultural Anthropology  
 MATH 1127 Introductory Statistics  
 PHIL 1105 Survey of Philosophical Thought  
 PSYC 1101 Introduction to General Psychology  
 SOCI 1101 Introduction to Sociology  
 SOCI 2293 Family and Society

**Area G Program Requirements      Required Hours: 21**

A grade of "C" or better is required of all Area F, G and H requirements

SOCI 1001 Required Seminar in Sociology  
 SOCI 3105 Society and the Individual  
 SOCI 3117 Race and Ethnic Relations  
 SOCI 3127 Social Problems  
 SOCI 4101 Social Research 1  
 SOCI 4102 Social Research 2  
 SOCI 4105 Sociological Theory  
 SOCI 4106 Modern Sociological Theory

**Area H Program Electives      Required Hours: 21**

Select from the following courses:

SOCI 3225 Model African Union  
 SOCI 3109 Sociology of Deviance  
 SOCI 3125 People and Cultures of Africa  
 SOCI 3126 Intro to Social Work and Welfare  
 SOCI 3128 Drugs and Society  
 SOCI 3129 Sociology of Gender  
 SOCI 3508 Selected Topics in Sociology  
 SOCI 3698 Internship

SOCI 3899 Independent Readings in Sociology  
 SOCI 4107 Evolution of Social Stratification and Inequality  
 SOCI 4108 Clinical Sociology  
 SOCI 4405 Sociology Practicum  
 SOCI 4899 Independent Study  
 SOCI 5106 Sociology of Aging  
 SOCI 5109 Sociology of Medicine and Mental Disorders  
 SOCI 5115 Religion, Culture and Society  
 SOCI 5116 Sociology of Domestic Abuse

### **Area I General Electives**

**Required Hours: 18**

Sociology program requirements, as outlined above in the CSU catalog, are presented simply and are easily understood by students. Further, program requirements are explained in great detail during advising sessions.

- ***Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.***

Generally, students don't have problems understanding program requirements as they are simple and easily understood.

- ***Describe methods to be pursued for program improvement.***

If there has been any confusion among majors in regard to program requirements, it has been about when classes are offered. Due to a limited number of faculty, sociology courses can't be offered every term; required course work is taught no less than once per year and elective course work biannually (though four elective courses are routinely taught every year creating a 'bottleneck'—which will be discussed in the next section). This has caused some problems for majors who think advising is more about getting their hold released than it is about helping them map out their academic career. While required courses have always been routinely offered during the same terms (e.g., SOCI4101, Social Research Methods I, is always offered in the fall and SOCI4102, Social Research Methods II, is always offered in the spring). The solution to any confusion would be to publish an anticipated schedule of classes covering several years. While a four-year anticipated schedule of classes was created, it will have to be revised if the proposed new sociology curriculum is approved by college and university curriculum committees.

### **III.E. Frequency and Sequencing of Course Offerings Required for Program Completion**

- ***State your assessment of the strength of the evidence of program quality on this indicator.***

Rating: Satisfactory

- ***Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.***

Required Course	Sections		
	F.Y. 2006	F.Y. 2007	F.Y. 2008
SOCI1101	17	14	15
SOCI2293	1	1	1
SOCI3105	1	1	1
SOCI3117	1	1	2
SOCI3127	N/A	1	1
SOCI4000	N/A	N/A	3
SOCI4101	1	1	1
SOCI4102	1	1	1
SOCI4105 (SOCI3103)	1	1	1
SOCI4106 (SOCI3104)	N/A	1	1

Required sociology courses are taught at least once per year (see above). Most sociology elective courses are offered biannually but a few are offered every year. Careful advising helps to insure that students stay on track.

SOCI1101, Introduction to Sociology, is required for majors in Area F and serves as a prerequisite for all other sociology courses.

SOCI4101, Social Research Methods I, serves as a prerequisite for SOCI4102, Social Research Methods II. The courses are sequential with Methods I offered in the fall and Methods II the following spring.

SOCI3101, Sociological Theory I (re-designated from SOCI4105) serves as the prerequisite for SOCI3104, Sociological Theory II and for SOCI4102, Social Research Methods II. The two theory courses are sequential with Theory I offered in the fall and Theory II offered the following spring.

- ***Describe methods to be pursued for program improvement.***

The course catalog should only contain a listing of courses routinely taught. Required courses should be taught no less than annually. Elective course work should be taught biannually so that students have a maximum number of non-repetitive elective choices within a two period.

### III.F. Enrollment in the Program's Required Courses

- *State your assessment of the strength of the evidence of program quality on this indicator.*

Rating: Satisfactory

- *Analyze and interpret the strength of the enrollments in the courses required for program completion.*

Required Course	F.Y. 2006	F.Y. 2007	F.Y. 2008
SOCI2293: Family and Society	6	40	49
SOCI3105: Society and the Individual	58	65	60
SOCI3117: Race and Ethnic Relations	54	58	83*
SOCI3127: Social Problems	N/A	N/A	16
SOCI4101: Social Research Methods I	28	33	33
SOCI4102: Social Research Methods II	28	31	34
SOCI4105 (SOCI3103): Sociological Theory I	36	23	33
SOCI4106 (SOCI3104): Sociological Theory II	N/A	N/A	10

\* Two sections of the course were taught—one spring and the other summer 2008.

Required program course work is offered at least once per year. As the course supports the CSU mission, SOCI3117, Race and Ethnic Relations began being offered twice per year because of demand by majors and non-majors. Enrollment in required courses generally averages in the 30s for most classes but significantly higher for courses in demand by both majors and non-majors.

Program electives are generally offered biannually so that students have a maximum number of non-repetitive elective choices within a two period. During F.Y. 2006, 10 electives were offered (not including arranged courses). In F.Y. 2007, a total of 12 electives were offered with seven of those not having been offered the previous year. Finally, in F.Y. 2008, eight electives were offered with only three of those not having been offered the previous year.

Elective Courses	Course Offerings
------------------	------------------

	F.Y. 2006	F.Y. 2007	F.Y. 2008
SOCI 3106 Sociology of Occupations and Professions <sup>1</sup>			
SOCI 3107 African Women and Development			
SOCI 3109 Sociology of Deviance	YES		YES
SOCI 3116 Sociology of Domestic Abuse		YES	
SCOI 3120 Educational Development in Africa			
SOCI3125 People and Cultures of Africa	YES	YES	YES <sup>2</sup>
SOCI3126 Introduction to Social Work	YES	YES	N/A
SOCI3127 Social Problems	YES	N/A	N/A
SOCI 3128 Drugs and Society <sup>4</sup>			
SOCI 3129 Sociology of Gender	YES	YES	YES
SOCI3135 Sociology of Development		YES	YES
SOCI 3225 Model African Union	N/A	YES	YES
SOCI 3508 Selected Topics in Sociology			
Model African Union	YES	N/A	N/A
Utopian Visions	YES		
Religions in Africa <sup>3</sup>	YES		
Sociological Perspectives on Terrorism		YES	
Terrorism <sup>3</sup>		YES	
Aging in Europe <sup>3</sup>		YES	
Urban Legends		YES	
SOCI4107 Evolution of Social Stratification	YES		YES <sup>2</sup>
SOCI 4108 Clinical Sociology	YES	YES	YES
SOCI 5106 Sociology of Aging			YES
SOCI5115 Religion, Culture and Society		YES	
Total Electives Offered			

<sup>1</sup> Scheduled to be deactivated when it was made a section option for the new B.S. in Liberal Arts. The course is currently being taught this term.

<sup>2</sup> Taught as SOCI3508, Selected Topics, after the courses were transferred to the Anthropology program.

<sup>3</sup> Courses taught by visiting scholars.

<sup>4</sup> Course will now be an elective option for the Crime, Deviance, and Society concentration if approved.

Note: The following arranged courses are not listed above: SOCI 3698 Internship, SOCI 3899 Independent Readings in Sociology, SOCI 4405 Sociology Practicum, and SOCI 4899 Independent Study. SOCI3126, Introduction to Social Work, was re-designated as SOCI2126 and moved to Area F. SOCI3125, People and Cultures of Africa, SOCI4107, Evolution of Social Stratification, and SOCI5115, Religion, Culture and Society, were transferred to the Anthropology program fall 2008.



Four courses, SOCI3125 People and Cultures of Africa, SOCI 3129 Sociology of Gender, SOCI 3225 Model African Union, and SOCI 4108 Clinical Sociology, have been taught each of the last three fiscal years resulting in significantly fewer other elective choices for majors. To increase non-repetitive (during a two-year cycle) elective course offerings for majors, faculty should carefully evaluate these courses for movement to a biannual schedule so as not to impede majors.

- ***Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.***

Enrollments for elective courses are generally smaller than for required courses but some elective courses that are in demand by non-majors tend to attract more students and therefore have higher enrollments. While faculty try to restrict enrollment to the mid-30s in upper division courses, some courses support the CSU mission and are allowed to have higher enrollments as long as course quality remains the unchanged.

SOCI4107, Evolution of Stratification and Inequality, was transferred to the Anthropology program fall 2008. As an anthropology course, it was scheduled to be taught fall 2008 but was cancelled because of low enrollment. A compromise was reached to allow the course to count as an Area H elective for sociology majors and re-offered and taught spring 2009.

- ***Describe methods to be pursued for program improvement.***

To increase elective course offerings for majors, the following courses should be considered for movement to a biannual schedule so as not to impede majors finishing in a timely manner--SOCI3125 People and Cultures of Africa, SOCI 3129 Sociology of Gender, SOCI 3225 Model African Union, and SOCI 4108 Clinical Sociology.

### **III.G. Diversity of the Program's Majors and Graduates**

- ***State your assessment of the strength of the evidence of program productivity on this indicator.***

Rating: Very Strong

- ***Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.***

Gender, Race and Age Distribution of Sociology Majors
---

Fall 2007 through Fall 2009			
	Fall 2007	Fall 2008	Fall 2009
<b>Gender</b>	F 84 M 19 ----- 103	F 72 M 11 ----- 83	F 61 M 16 ----- 77
<b>Race</b>	1. INT 2 2. API 0 3. BLK 49 4. HIS 1 5. IND 1 6. MUL 3 7. WHT 47 ----- 103	1. INT 1 2. API 0 3. BLK 36 4. HIS 2 5. IND 0 6. MUL 4 7. WHT 40 ----- 83	1. INT 0 2. API 1 3. BLK 39 4. HIS 1 5. IND 1 6. MUL 4 7. WHT 31 ----- 77
<b>Age</b>	1. < 21 21 2. 21-25 47 3. 26-30 10 4. 31-40 16 5. 41-50 8 6. 51-60 1 ----- 103  Average Age: 26	1. < 21 20 2. 21-25 34 3. 26-30 13 4. 31-40 9 5. 41-50 6 6. 51-60 1 ----- 83  Average Age: 26	1. < 21 13 2. 21-25 37 3. 26-30 10 4. 31-40 10 5. 41-50 5 6. 51-60 2 ----- 77  Average Age: 27

Sociology majors are a diverse group. The number of female majors is overrepresented as is the number of African-American students. Females account for 61% of majors which is consistent with the university average of 60% and of the 29,043 undergraduate degrees awarded in Sociology in 2007 (70% of which were awarded to females). (Source: <http://www.cpst.org/hrdata/documents/pwm13s/C465W022.pdf>). The average age of sociology majors is 27 years whereas it is only 24.6 for all CSU undergraduates. African-Americans account for 51% of majors (40% of all students graduating with a B.S./B.A. in Sociology in the state of Georgia are African-American), Whites account for 40%, with multi-racial, Asian and Pacific Islanders, Native Americans, and Hispanics making up the balance. University-wide African-Americans made up 33% of undergraduate enrollment and Whites made up 56% (Source: <http://aa.colstate.edu/>). Though the proportion of African-American students is higher than that of the university, it is consistent with local demographics for the Greater Columbus area.

- ***Describe methods to be pursued for program improvement.***

None seem to be needed.

### III.H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

- ***State your assessment of the strength of the evidence of program productivity on this indicator.***

Rating: Above Average

- ***Contrast the instructional cost-effectiveness of this program's home department with others at CSU.***

	F.Y. 2006	F.Y. 2007	F.Y. 2008
Pro-Rated Dept Budget	\$246,217	\$301,470	\$268,582
Number of Majors	112	112	92
Cost per Major	\$2,198.37	\$2691.70	\$2919.40
Costs per Credit Hour	\$65	\$76	\$76

Source: Carl Wallman, Office of the Provost, and Anna Brooks, Comptroller, Office of the Vice-President of Business and Finance, Columbus State University

When the budget for the Sociology program was separated from the Psychology program for F.Y. 2008, the cost of instruction per credit hour was \$76—one of the lowest costs per credit hour at Columbus State University. For the F.Y. 2006, the cost per credit hour for the Sociology program was \$65 whereas the institutional cost per credit hour that same year was \$180. Sociology is and continues to be a low-cost program.

- ***List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour)***

The Sociology program is cost-effective because (a) of the use of part-time faculty to teach introductory sections, and (b) the program maintains a relatively low ratio of instructional expenses per weighted credit hour of instruction.

- ***Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.***

Enrollment in introductory sections is relatively high and the use of part-time faculty help keep the cost down. For Fall 2008, the average introductory class size was 53.13 students; the enrollment cap to actual enrollment ratio was 99.5%. For Spring 2009, the average introductory class size was 64.0 students; the enrollment cap to actual

enrollment ratio was 99.4%. Further, beginning Spring 2009 fees were imposed on Internet courses and fees of \$50 per credit hour were imposed on the following sociology courses: SOCI3698: Sociology Internship (3 hrs.), SOCI3899: Independent Readings in Sociology (3 hrs.), SOCI4405: Sociology Practicum (4 hrs.), and SOCI4899: Independent Research in Sociology (3 – 6 hrs.).

- ***Describe methods to be pursued for program improvement.***

None seem to be needed.

### **III.I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates**

- State your assessment of the strength of the evidence of program productivity on this indicator.

Rating: Satisfactory

- ***Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.***

Alumni who responded to a fall 2007 survey rated their satisfaction with the curriculum's ability to prepare them for the job market between "adequate" and "very good." A former student who had been accepted to a graduate program wrote, "The course work was very good when it came to applying my knowledge." The same student also identified both research methods classes and study circles as strengths of the program. More than half of all alumni surveyed in the summer of 2006 and the fall of 2007 indicated they had either been accepted to graduate school or were planning on going.

The Georgia Department of Human Resources, regards graduates with a undergraduate degree in social or behavior sciences, and in particular students with a B.S. in Sociology, to be qualified for social service positions with the State of Georgia. In particular, the GDHR regards these students as well suited for careers with the Department of Family and Children's Services in Southwestern Georgia. Many alumni do begin careers with the Department of Family and Children's Services in Muscogee, Chattahoochee, and Harris counties in Georgia, and Lee, Russell, and Chambers counties in Alabama.

- ***List the factors that limit the program's ability to be more productive and responsive to these needs and demands.***

The small number of faculty available to teach upper division course work is a significant limitation for the program's growth potential.

- ***Describe methods to be pursued for program improvement.***

Proposals for significant revisions to the curriculum have been submitted to the appropriate curriculum committees. These proposals are partially in response to changes in newly adopted program learning outcomes that have resulted in greater consistency with American Sociological Association recommendations. Further, faculty believe the proposed curriculum (i.e., three concentrations: General Sociology, Applied Sociology, and Crime, Deviance, and Society) will better accommodate student needs resulting from significant economic and cultural changes while still providing students with an outstanding education in Sociology.

### **III.J. Position of the Program's Annual Degree Productivity among Comparable USG Programs**

- **State your assessment of the strength of the evidence of program productivity on this indicator.**

Rating: Very Strong

- ***Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.***

<b>Fiscal Year 2008</b>		
<b>Institution</b>	<b>Degrees Awarded</b>	<b>% of all Sociology Degrees Awarded by USG Institutions (N=690)*</b>
Georgia State	205	30%
University of Georgia	148	22%
Valdosta	59	9%
West Georgia University	55	8%
Kennesaw State University	46	7%
<b>Columbus State</b>	<b>39</b>	<b>6%</b>
Augusta State	27	4%
North Georgia College & State University	24	3%
Georgia Southwestern State University	19	3%
Savannah State University	19	3%
Georgia Southern	19	3%
Georgia College & State University	15	2%
Albany State	10	1%
Fort Valley	5	<1%

\*Source: [http://www.usg.edu/research/students/degrees/07-08/deg\\_conferred08.pdf](http://www.usg.edu/research/students/degrees/07-08/deg_conferred08.pdf)  
Columbus State University's Sociology program ranked 6<sup>th</sup> in the state in B.S. degrees awarded for F.Y. 2008.

- ***Describe methods to be pursued for program improvement.***
  - Fine-tune concentrations in Sociology if current proposals under review are approved by the University Curriculum Committee.
  - Hire additional faculty to help support one or several concentrations.
  - Hire additional part-time faculty so that more introductory sections can be added—the more sections of the introductory course, the more potential Sociology majors.

### **III.K. This Program's Contribution to Achieving CSU's Mission**

- ***List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission.***

Columbus State University's mission is:

- to achieve academic excellence through teaching, research, creative inquiry and student engagement;
- to achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others; and,
- to achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

The Sociology program offers students a broad education in sociology delivered by skilled faculty who are constantly evaluating their classroom and online performance in regard to student learning and stated learning outcomes (see, Section IIC and IIIL). Students are actively encouraged to participate in original research, present at conferences and symposia, to serve the community through service-learning components in course work, or through the Servant Leadership program at CSU, or by doing an internship with local social service agencies or non-profit organizations. Finally, students learn critical thinking skills, communication and interaction skills, technological skills, and develop an understanding of a changing and diverse population.

- ***Describe methods to be pursued for program improvement.***

The program must continue to be responsive to change while adhering to recommendations made by the American Sociological Association; it must continue to grow as the university grows; it must continue helping the university meet its mission and in so doing, meet its own mission; and, it must continue to make the needs of students its primary concern.

### **IIIL. Student Learning Outcomes**

- ***How are they assessed?***

Student learning outcomes are assessed by a variety of data resources. First, the Sociology Major Field Test by ETS (Educational Testing Service). The Major Field Test for Sociology consists of 140 multiple-choice questions, some of which are grouped in sets and based on such materials as diagrams, graphs and statistical data. Most of the questions require knowledge of specific sociological information, but the test also draws on the student's ability to interpret data, to apply concepts and ideas, and to analyze sociological data, theories and relationships, deductively and inductively. Second, a qualitative instrument designed to measure program strengths and weaknesses, faculty advising, preparation for graduate training, and preparation for the labor force. Additionally, suggestions for improvement are solicited.

#### IV. Conclusion about the Program's Viability at CSU

- ***Repeat the conclusion about the program's viability at CSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment.***

The faculty of Sociology offer the following in support of their belief that the program is highly viable:

- **Low Cost.** The program provides sociological education at a relatively low-cost. When the budget for the Sociology program was separated from the Psychology program for F.Y. 2008, the cost of instruction per credit hour was \$76—one of the lowest costs per credit hour at Columbus State University. For the F.Y. 2006, the cost per credit hour for the Sociology program was \$65 whereas the institutional cost per credit hour that same year was \$180. Sociology is and continues to be a low-cost program. The Sociology program is cost-effective because of (a) the use of part-time faculty to teach introductory sections, (b) the program maintains a relatively low ratio of instructional expenses per weighted credit hour of instruction.
- **Productivity.** Faculty believe the program to be highly productive (especially given its few number of faculty). The graduation rate for Sociology was 50% for students graduating by the end of F.Y. 2008 and seems to be in line with other CSU major programs. However, Sociology is not a degree program at CSU that is routinely chosen by entering freshmen. Generally, most sociology majors at CSU declare the major only after being exposed to it in the core and changing from another major or transferring from another institution. The Sociology program's retention rate (71.4% in F.Y. 2008) also seems to be in line with other programs at CSU and even the institution as a whole (the university's current overall retention rate is 64.64%). However, while retention and graduation rates may be in line with other CSU degree programs, the Sociology program

showed a relatively consistent increase in degree productivity from F.Y. 2004 through F.Y. 2008 with a net increase of 179%. From F.Y. 2006 through F.Y. 2008, the Sociology program awarded on average 30 degrees per year (39 students earned their B.S. in Sociology during the F.Y. 2008—ranking Columbus State University's Sociology program 6<sup>th</sup> in the state in degrees awarded). Even excluding F.Y. 2008, Sociology was graduating about the same or slightly more than other programs—programs with much larger enrollments.

- **Program responsiveness to change.** Program modifications, when needed to provide for student need and a changing socioeconomic climate, and while continuing to provide for a quality education in sociology by utilizing American Sociological Association recommendations, make the program a living and responsive body of knowledge, objectives, and skills. Program modification is a healthy part of program growth. Curriculum modifications currently under review by college and university curriculum committees reflect the program's fluidity and ability to change.
- **Teaching.** Faculty keep current on their discipline, are very knowledgeable about pedagogy, bring their research into the classroom, bring their international experience into the classroom, are responsive to student questions and concerns, and above all else, care about student learning. We also identify the program as strong in faculty advising. Faculty use the online Degree Evaluation Record to go over degree progress with advisees. This ensures reliable and consistent advising that is not necessarily present when advisors use printed degree requirements (e.g., a student might indicate they had a specific course that is required by the printed degree requirements but the D.E.R. may show that the course wasn't accepted for credit or was awarded less credit than a comparable course at CSU, etc.).
- **Curriculum.** Faculty believe we have a healthy and strong curriculum which responds to social and economic change while meeting the needs of students and is grounded in the discipline by following American Sociological Association recommendations for evaluation, design, and modification.
- **Service.** Faculty exhibit a very strong commitment to service which is demonstrated by the many public lectures given by faculty, the many community organizations to which our faculty and students interact through internships, service-learning, or volunteering, and the many department, college, and university committees on which they serve.
- **Support of the CSU Mission and Strategic Plan.** The Sociology program strongly supports and contributes to the CSU mission in each of its goals. Further, the Sociology program supports and contributes to all of the goals set out in the *Columbus State University Strategic Plan*.



- **Anticipated Program Enrollment Growth.** The development of three new concentrations (if approved by college and university curriculum committees), a proposed change to Area I (General Electives) to make the program more ‘transfer student friendly,’ the proposed change to the statistics requirement (i.e., to be taught in-house using SPSS and using social science data), and the new departmental partnership with Criminal Justice, suggest excellent prospects for significant growth in enrollment in the near future.

## V. Program Improvement Plan

- ***Highlight the department’s plans, priorities, and timetable for improving the program’s quality and productivity if the program is judged to be viable.***
  - Implement the new Sociology curriculum (i.e., concentrations in General Sociology, Applied Sociology, and Crime, Deviance, and Society) if approved by the college and university curriculum committees.
  - Implement the assessment tool, “Student’s Evaluation of Faculty Advising” (Appendix A).
  - Implement the assessment tool, “Alumni Survey” (Appendix B).
  - Mandate mid-term informal student/faculty sessions.
  - Revise the four-year anticipated schedule of classes to reflect the new curriculum (if approved by the college and university curriculum committees).
  - Locate resources to renovate the third floor conference room in the Faculty Office Building.
  - Continue to work towards meeting the university strategic plan.
  - Continue to work towards meeting the department strategic plan.
  - Hire additional faculty to help support one or several concentrations.
  - Hire additional part-time faculty so that more introductory sections can be added—the more sections of the introductory course, the more potential Sociology majors.
  - Develop a department qualitative instrument to evaluate alumni satisfaction with the two department programs.
  - In order to serve the needs of majors, and to support the mission of Columbus State University, continue offering Race and Ethnic Relations twice annually.
  - Four courses have been identified as problems as they are likely leading to a ‘bottlenecks’ in elective course offerings to majors. Sociology faculty should carefully consider the program’s best interests as they re-evaluate the annual teaching of these courses.
  - Continue to set enrollment caps at the same level as they are currently while maintaining the same high level of academic performance.
  - Continue the program’s outstanding response to the president’s call for more quality online courses to serve the needs of a diverse student body.
  - Locate resources for the development of a Criminal Justice and Sociology computer lab for students.

- If funded, participate and support the proposed Columbus State University Survey Research Center.
- Publish all sociology syllabi to the faculty of Sociology or department webpage.
- Develop a more comprehensive method of keeping up-to-date on the status of alumni.

## VI. Summary Recommendation

- ***Highlight the department's recommendations, rationale, plans, and timetable for expanding, maintaining, reducing, or consolidating/discontinuing the program.***

The faculty of Sociology recommend maintaining the program at the current level. The program is consistent with all the goals established in the university's mission, adheres to the program's mission, supports the CSU strategic plan, supports the department strategic plan, and is consistent with American Sociological Association recommendations. Though the program is judged to be "low-cost," it graduates at least as many students, if not more, as do most other programs at CSU--many of which have two or three times as many enrolled students.

Graduating students report being employed, in graduate school, applying for graduate school, or planning on attending graduate school at some point in the near future. Proposed curriculum changes, currently under review by the College of Letters and Sciences Curriculum Committee and the University Curriculum Committee, if approved, will likely have a significant impact on program enrollment and will serve student's needs. Further, faculty of Sociology are excited by the departmental partnership resulting from the new Department of Criminal Justice and Sociology. Faculty believe that many future joint efforts will benefit students of both programs. It is our belief that there will be tremendous opportunities and growth for the Sociology program in the near future.

## Appendix A

### Student Evaluation of Faculty Advising

Is your major Sociology? (Circle one)   YES   NO

In what year and term did you declare Sociology as your major? \_\_\_\_\_

Who is your primary advisor? (Circle one)   Dr. Newton   Dr. Studstill   Dr. Wakoko-Studstill

What is your name?  
(Optional)(Confidential)\_\_\_\_\_

Please answer the following questions honestly and accurately to help provide quality advising.

	Question	Response  Please circle one of the following for each question.  SA-Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree	Faculty member to whom you are referring (Circle one)
1.	This advisor shows up at the scheduled appointment time to meet with me.	SA   A   N   D   SD	Newton   Studstill Wakoko-Studstill
2.	This advisor responds to my e-mails or phone calls in a timely manner.	SA   A   N   D   SD	Newton   Studstill Wakoko-Studstill

3.	This advisor takes their time with me and doesn't seem to be in a hurry.	SA A N D SD	Newton Studstill Wakoko-Studstill
4.	This advisor is available during regularly scheduled office hours.	SA A N D SD	Newton Studstill Wakoko-Studstill
5.	This advisor is helpful in clarifying my professional and career goals.	SA A N D SD	Newton Studstill Wakoko-Studstill
6.	This advisor uses my online Degree Evaluation Record to advise me.	SA A N D SD	Newton Studstill Wakoko-Studstill
7.	This advisor helps me evaluate my progress toward graduation (e.g. how many credits fulfilled in each requirement, how many left, etc.).	SA A N D SD	Newton Studstill Wakoko-Studstill
8.	This advisor has knowledge of classes (e.g., when they are offered, course prerequisites).	SA A N D SD	Newton Studstill Wakoko-Studstill
9.	This advisor respects me as an individual student with unique goals and needs.	SA A N D SD	Newton Studstill Wakoko-Studstill
10.	This advisor helps me to connect to campus resources (tutoring center, counseling services, etc.).	SA A N D SD	Newton Studstill Wakoko-Studstill
11.	This advisor is a good listener.	SA A N D SD	Newton Studstill Wakoko-Studstill
12.	This advisor encourages me to express my thoughts and feelings.	SA A N D SD	Newton Studstill Wakoko-Studstill
13.	This advisor encourages me to come by for help.	SA A N D SD	Newton Studstill Wakoko-Studstill
14.	This advisor is easy to talk to.	SA A N D SD	Newton Studstill Wakoko-Studstill
15.	This advisor provides choices rather than making decisions for me.	SA A N D SD	Newton Studstill Wakoko-Studstill
16.	Overall, I find this advisor very helpful.	SA A N D SD	Newton Studstill Wakoko-Studstill
17.	Overall, I am pleased with this advisor.	SA A N D SD	Newton Studstill Wakoko-Studstill

Do you have any comments you'd like to make? \_\_\_\_\_

---



---



---



---



---



---

## Appendix B

### Sociology Alumni Survey

In an effort to assess program quality, please answer the following questions. Your participation will be kept confidential and the information itself will remain anonymous.

1. What is your gender? ☐ Male ☐ Female
2. In what year were you born? \_\_\_\_\_
3. In what year did you graduate with your B.S. in Sociology? \_\_\_\_\_
4. Did you transfer from another college/university? ☐ Yes ☐ No
5. What was your final overall CSU grade point average?  
(Please check one) ☐ 2.0-2.5 ☐ 2.6-3.0 ☐ 3.1-3.5 ☐ 3.6-4.0

7. Are you currently in graduate school? ☐ Yes ☐ No

- a. If you are currently in graduate school, what is your program of study?

(Circle one) Sociology Counseling Public Administration Social Work

Other: \_\_\_\_\_

- b. If you are currently in graduate school, do you think the B.S. in Sociology program at CSU adequately prepared you for graduate studies? ☐ Yes ☐ No

If no, why not? \_\_\_\_\_

\_\_\_\_\_

- c. If you are currently in graduate school, when do you expect to graduate?
- (Circle one) This year   Next year   2-3 years   4-5 years   6 or more years
8. Have you earned a graduate degree since graduating with your B.S. in Sociology from Columbus State University? ☐ Yes   ☐ No
- a. If you have graduated with a graduate degree, what was your program of study?
- (Circle one) Sociology   Counseling   Public Administration   Social Work
- Other: \_\_\_\_\_
- b. If you have already earned a graduate degree, do you think the B.S. in Sociology program at CSU adequately prepared you for graduate studies? ☐ Yes   ☐ No
- If no, why not? \_\_\_\_\_
- \_\_\_\_\_
- c. If you have already earned a graduate degree, what degree do you hold?
- (Circle one) M.A.   M.S.   M.S.W.   M.P.A.   Ph.D.   Other: \_\_\_\_\_
9. Do you plan on applying to graduate school? ☐ Yes   ☐ No
- a. If you plan on going on to graduate school, when do you think that will happen?
- (Circle one) This year   Next year   2-3 years   4-5 years   6 or more years
- b. If you plan on going to graduate school, to what program do you anticipate applying?
- (Circle one) Sociology   Counseling   Public Administration   Social Work
- Other: \_\_\_\_\_
- c. If you plan on going to graduate school, do you think the B.S. in Sociology program at CSU adequately prepared you for graduate studies? ☐ Yes   ☐ No
- If no, why not? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. Do you hold professional licensure? ☐ Yes   ☐ No

a. If you hold professional licensure, in what are you licensed? \_\_\_\_\_  
 \_\_\_\_\_

11. Are you working full-time? ☐ Yes ☐ No

If you are working full-time, what kind of work are you doing? What is your job title?

\_\_\_\_\_  
 \_\_\_\_\_

12. Do you mind indicating your approximate annual gross personal income?

(Circle one) \$ 0-14,999 \$ 15,000-19,999 \$ 20,000-24,999 \$ 25,000-29,999

\$ 30,000-34,999 \$ 35,000-39,999 \$ 40,000-44,999 \$ 45,000 or more

13. While in the B.S. in Sociology program at CSU, did you perform an internship?

☐ Yes ☐ No

a. If you did an internship, how would you rate the quality of the experience of that internship?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. In thinking about the B.S. in Sociology program at CSU, can you think of some program strengths?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. In thinking about the B.S. in Sociology program at CSU, can you think of some program weaknesses?

\_\_\_\_\_  
 \_\_\_\_\_

- 
16. This is where you get to brag. Have you earned any awards, commendations, promotions, pats on the back—anything you feel is significant and gives you the right to brag?

---

---

---

**Thank you! Please return this survey in the self-addressed stamped envelope provided.**

## Faculty Curricula Vitae



Date of Formatting: 27 January 2011

## **1. PERSONAL INFORMATION**

Richard L. Newton, Ph.D.  
Full Professor, Sociology  
6400 Green Island Drive., #66, Columbus, GA 31904 (706) 662-2424

Department of Criminal Justice & Sociology  
Faculty Office Building 310  
Columbus State University  
4225 University Avenue

## **2. EDUCATION**

Ph.D., Sociology. Iowa State University of Science & Technology, Ames, Iowa (1994).  
Specializations: Family, Life Course, Aging; Social Psychology. Dissertation: Sibling Social Support in Later Life.

M.S., Sociology. Indiana State University, Terre Haute, Indiana (1991).

B.S., Psychology. Indiana State University, Terre Haute, Indiana (1988).

### **3.1. ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE**

Professor of Sociology, Columbus State University, Columbus, Georgia, 1998 to present.  
Director of Sociology, Department of Psychology and Sociology. Course work: Introduction to Sociology (SOCI1101); Family and Society (SOCI2293); Society and the Individual (SOCI3105); Sociology of Occupations and Professions (SOCI3106); Sociology of Deviance (SOCI3109); Domestic Abuse (SOCI3116); Sociology Internship (SOCI3698); Independent Readings in Sociology (SOCI3899); Sociology Practicum (SOCI4405); Independent Study (SOCI4899); Social

Research Methods I (SOCI5101); Social Research Methods II (SOCI5102); Sociology of Aging (SOCI5106). Tenure awarded: May 2003. Promoted to Professor: May 2007.

Assistant Professor of Sociology and Social Work, National University Kyiv Mohyla Academy, Kyiv, Ukraine, 1996 to 1998. Course work: Introduction to Sociology, Applied Sociology, Sociology for Social Workers, Introduction to Social Work, and Social Work with the Elderly. Worked with graduate students on the development of their Master's theses; N.G.O. (i.e., Non-Governmental Organizations) development; guest lecturer (Ukraine and Russia); accompanied students to graduate student conferences (Ukraine and Russia); conducted workshops for social workers (sponsored by the Crimean Ministry of Social Protection and the British Know-How Fund); participated in sociology curriculum reform conferences and workshops.

Newtonson, continued

Assistant Professor of Sociology, Eastern Oregon State College, La Grande, Oregon, 1995 to 1996 (sabbatical replacement). Course work: Introduction to Social Problems, Introduction to Social Welfare, Domestic Violence, Social Gerontology, Marriage and the Family, Social Research Methods, Racism/Sexism/Ageism. Director of undergraduate student internships.

Instructor of Sociology, Indiana State University, Terre Haute, Indiana, 1993. Course work: Introduction to Sociology and Social Gerontology.

Research Assistant, Iowa State University, Ames, Iowa, 1991 to 1993. Center for Family Studies, Iowa State University.

Teaching Assistant, Indiana State University, Terre Haute, Indiana, 1989 to 1990. Course work: Introduction to Sociology, Social Psychology, Social Problems.

Instructor of Sociology, Indiana State University, Terre Haute, Indiana, Summer 1989 and 1990. Course work: Sociology of Aging.

Research Assistant, Indiana State University, Terre Haute, Indiana, 1988 to 1989.

### **3.2. RELATED WORK EXPERIENCE**

**Case Manager**, Older Hoosier Program, Vincennes University, Vincennes, Indiana, January 1994 through August 1995. Case management with the elderly.

### **4. FIELD(S) or AREA(S) OF SPECIAL INTEREST WITHIN DISCIPLINE OR PROFESSION**

Family; Aging; Social Psychology; Drug and Alcohol Abuse; Work/Organizational Systems.

### **5.1. PROFESSIONAL MEMBERSHIPS**

American Sociological Association

Section Memberships: Social Psychology  
Crime, Law, and Deviance  
Organizations and Occupations  
Alcohol, Drugs, and Tobacco  
Teaching and Learning

Georgia Sociological Association

Historic Westville, Inc.

U.S. Holocaust Museum

The William Breman Jewish Heritage (and Holocaust) Museum

Yad Vashem

Newtonson, continued

## **6. SERVICE TO THE COMMUNITY**

July 2009 – Present. Committee member. Employment Task Force in conjunction with the Columbus Chamber of Commerce, Georgia Dept. of Labor, Georgia Dept. of Corrections, and the Mayor's Commission on Crime. Assess effectiveness (i.e., recidivism rates) of programs designed to transition inmates back into society.

June 2008 - Present. Committee member. State of Georgia Fatality Review Committee, Georgia Council on Domestic Abuse, Columbus, Georgia.

Spring 2009. Grant reviewer. The Netherlands Organization for Scientific Research (NWO) as proposed by the Graduate School of Social and Behavioral Sciences, Utrecht University, Netherlands. In response to a request from the Minister of Education (Netherlands), the Netherlands Organization for Scientific Research developed a grant program to help improve the Dutch system of doctoral education. Grant proposals for this pilot round were solicited from graduate programs throughout the Netherlands. Proposals accepted by the Netherlands Organization for Scientific Research were eligible for block grants of approximately €800,000 (\$1.1 million).

February 6, 2009. Interviewed by Katie Holland for a piece appearing in the Columbus Ledger Enquirer titled, "Experts say key to relationships is understanding."

May 27, 2007. Interviewed by Aswini Anburajan for a ABCNEWS.com piece on urban legends, "E-Mail Hoaxes: Old Stories and New Packaging," Friday 25 May, 2007.

Spring 2007. Judge for the Southwest Georgia Regional Social Science Fair.

Fall 2006. Pie Toss sponsored by the Honoris Causa.

Fall 2006. Speaker, Freshmen Convocation, Columbus State University.

Fall 2006. Interviewed by Sonya Storch for a Ledger Enquirer piece on punctuality, "What's your Rush?" Sunday 1 October, 2006.

Fall 2006. Interviewed by Sonya Storch for a Ledger Enquirer piece on the new movie, "World Trade Center," "'World Trade Center' movie sparks feelings among locals: Viewers agree film captures essence of 9/11 terror attack." Thursday 10 August, 2006.

Spring 2006. Speaker, "Domestic Abuse and Gender," the Peace and Justice Group, sponsored by the Chattahoochee Valley Episcopal Ministries.

Spring 2006. Interviewed for *Southern Views* magazine article, "Successful Aging."

Newtonson, continued

Spring 2006. Introduced Harvard University professor Dr. Richard Light for his lecture over his book, "Making the Most out of College."

Fall 2005-2006. Committee member, Academic Program Development Committee, Association for Gerontology in Higher Education.

Summer 2006. Reviewer, Association of Gerontology in Higher Education.

Fall 2005-Spring 2007. Committee member, Academic Program Development Committee, Association Gerontology in Higher Education.

Spring 2003-2005. Sociology Discipline Leader, Higher Education Reform in Macedonia Project. Civic Education Project and the United States Department of State. Conducted workshops in Skopje: March 2003 and April 2004.

August 10, 2004. Interviewed by Channel 9 (WTVM) for a news piece on cell phone etiquette.

July 26, 2004. Interviewed by Columbus Ledger Enquirer for a news piece on urban legends and myths ("Myths Amuck").

Summer 2001. Participated in Mini-Mission at the Coca Cola Space Science Center as part of a Summer Institute for upper Elementary and Middle School Teachers. Dr. Francis Gardner served as Director.

Summer 2000. Selected to participate in the Summer 2001 Study Abroad Program (Paris, France).

Summer 1999. Grant Recipient. Asynchronous course development, Introduction to Sociology. University System of Georgia.

Summer 1999. Selected to participate in the Summer 2000 Study Abroad Program (St. Petersburg, Russia).

Spring 1999. Selected to participate in the Oxford/Berkeley Summer School, Oxford, England.  
July 1999.

## **7. SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS**

March 11, 2008. Recipient, Rite of Passage Convocation.

April 2006. Educator of the Year, 2005-2006, Columbus State University.

Newtonson, continued

Summer 2000. Selected to participate in the Summer 2001 Study Abroad Program (Paris, France).

Summer 1999. Grant Recipient. Asynchronous course development, Introduction to Sociology. University System of Georgia; Summer 1999.

Summer 1999. Selected to participate in the Summer 2000 Study Abroad Program (St. Petersburg, Russia). June 26-July 27, 2000.

Spring 1999. Selected to participate in the Oxford/Berkeley Summer School, Oxford, England.  
July 1999.

## **8. MAJOR COMMITTEES**

### **Department**

Spring 2010. Search Committee member, Assistant Professor of Criminal Justice, Columbus State University.

Spring/Summer 2009. Committee member, Pre-Tenure Review Committee (Stephanie da Silva).

Spring/Summer 2009. Committee member, Pre-Tenure Review Committee (Pinar Gurkas).

Fall 2008-present. Board of Regents Advisory Board for Sociology, University System of Georgia.

Spring/Summer 2008. Committee member, Pre-Tenure Review Committee (April Phillips).

Spring 2006. Search committee member, Assistant Professor of Psychology, Columbus State University.

Fall 2005. Search Committee member, Assistant Professor of Psychology, Columbus State University.

Fall 2004. Search Committee member, Assistant Professor of Psychology, Columbus State University.

Spring 2002. Chair, Search Committee, Sociology, Columbus State University.

Spring 2000. Chair, Search Committee, Anthropology/Sociology, Columbus State University.

Spring 1999. Chair, Search Committee, Anthropology, Columbus State University.

Newtonson, continued

Spring 1999. Search Committee Member. Epidemiology. Columbus State University.

### **College**

Fall 2009 – Present. Committee member. College of Letters and Science Personnel Committee.

Fall 2008. College of Science committee member, Task Force on the Students' Evaluation of Faculty.

Fall 2004. Chair, Post-Tenure Review Committee, College of Science, Columbus State University.

Fall 2002. Committee member. College of Science Personnel Committee.

### **University**

Fall 2009 – Present. Task force member, development of a Survey Research Center, Office of the Provost.

Fall 2009 – Present. Committee member, General Education Committee.

Fall 2005-January 1, 2009. Committee member, Human Subjects Review Committee.

Fall 2005- present. Committee member, Distance Learning Committee.

Fall 2008 - Present. Committee member, committee for CSU's collaboration with iTunes University.

Spring 2008. Political Science Comprehensive Program Review Committee.

Fall 2004-Fall 2007. Committee member, Comprehensive Program Review, Columbus State University.

Fall 2006-Spring 2007. Search committee member, Director for Institutional Effectiveness and Research.

Fall 2004. Committee member, Columbus State University Who's Who Among Students.

Spring 2004. Committee member, University Career Center Advisory Committee.

Fall 2000-Spring 2006. Committee member, Columbus State University Graduate Council.

Newtonson, continued

Fall 1999-Spring 2000. Committee member, College of Science Curriculum Review Committee.

Fall 1998. Committee Member, D. Abbot Turner Mini-Grant Fund, Columbus State University.

## **9. PROFESSIONAL GROWTH AND DEVELOPMENT**

Summer 2009. Workshop participant, "How the Higher Education Act Affects Your Online Courses."

Spring 2009. Attended the 2nd annual SoTL (Scholarship of Teaching and Learning) Commons Conference, Statesboro, GA.

Fall 2008. Attended the annual meeting of the Georgia Sociological Association, St. Simon's Island, GA.

Fall 2008. Attended workshop, "Six Sigma Yellow Belt Training", CSU Human Resources and CSU Distance Learning Committee.

Fall 2007. Attended the 1<sup>st</sup> annual SoTL (Scholarship of Teaching and Learning) Commons Conference, Statesboro, GA.

Fall 2007. Attended Southeastern Scholarship Conference on E- Learning, Macon State College.

Summer 2006. Attended the annual meeting of the Association of Gerontology in Higher Education. Georgia State University.

Spring 2006. Participated in the Grant Institute's three day "Professional Grant Writing Workshop," Auburn University, Auburn, AL.

Fall 2005. Attended the annual meeting of the Association of Gerontology in Higher Education. St. Simon's Island, GA.

Fall 2005. Attended CSU workshop, "First Year Advising Web Conference."

Fall 2005. Attended CSU workshop, "Applying Fair Use Doctrine for Colleges and Universities Web Conference."

Spring 2002. Attended the annual meeting of the SoTL Commons, Scholarship of Teaching and Learning.

Spring 2002. Attended workshop for the Geriatric University sponsored by Columbus Regional Hospital and Three Rivers Area Health Education Center.

Newtonson, continued

February 2002. Attended E-College workshop at Columbus State University.

April 2002. Attended conference, New Frontiers in Aging Research: the 2002 Faculty Seed Grant Symposium, UGA Gerontology Center.

Spring 2001. Attended the annual meeting of the SoTL Commons, Scholarship of Teaching and Learning.

Summer 2001. Attended E-College workshop.

Spring 2001. Conference participant, Teaching and Learning with Advanced Technologies. Two day workshop at the University of Georgia.

Spring 2000. Participant, Master Teacher in Gerontology Workshop, St. Simons Island, Georgia. February.

July 1999. Participated in the Oxford/Berkeley Summer School, Oxford, England. Paper developed: *The Poor Scholar at Oxford*.

February 1999. Participant, Teaching Over GSAMS (Georgia Statewide Academic and Medical System).

Spring 1999. Participated in a two day workshop for gerontology faculty, Master Teacher in Gerontology Workshop, St. Simons Island, Georgia.

Spring 1999. Conference Participant, Tenth Annual Southern Regional Student Convention in Gerontology and Geriatrics, Statesboro, Georgia.

## 10. PROFESSIONAL ACTIVITIES



### **Publications, Presentations, and Public Lectures**

- 1994 Cox, H. & Newton, R. (1994). The History of Social Gerontology. Sociological Practice, v11.
- 1996 Public Lecture. Social Work with the Elderly. National University Kyiv Mohyla Academy, Kyiv, Ukraine. (Fall)
- 1996 Public Lecture. The History of Social Work in the United States: Social Work with the Elderly. Dnipropetrovsk State University, Dnipropetrovsk, Ukraine. (Fall)

Newton, continued

- 1996 Public Lecture. Teaching Social Work as a Sociologist. Sociology curriculum reform conference. Kharkov State University, Kharkov, Ukraine. (Fall)
- 1997 Newton, R. & Keith, P. (1997). Single Women in Later Life. In J. Coyle (Ed.), Handbook of Women and Aging. Westport, CT: Greenwood, 1997.
- 1997 Public Lecture. "Social Education in Ukraine: The Possibilities of a New Project," Social Work curriculum reform conference sponsored by the Christian Children's Fund, the International Federation of Social Workers, the Ukrainian Association of Social Pedagogues and Specialists, and UNICEF. Taras Shevchenko State University, Kyiv, Ukraine. (Fall)
- 1997 Public Lecture. Poverty in Ukraine. Odessa State University, Odessa, Ukraine. (Spring)
- 1997 Public Lecture. The Role of Social Workers in Ukraine: Working with the Elderly. Five day workshop for social workers. Tavrichesky University and the Crimean Ministry of Social Protection, Simferopol, Ukraine. (Spring)
- 1998 Newton, R. Begging on the Streets of Kyiv: Social Attitudes towards Begging and Beggars. United Nations High Commission on Refugees Quarterly Report, Ukrainian Edition, Fall 1998.
- 1998 Public Lecture. Three day workshop for social workers. Working with the Elderly. Crimean Ministry of Social Protection and the British Know-How Fund, Simferopol, Ukraine. (Spring)

- 1998 Public Lecture. Social Work Education in the United States. TACIS project, "Social Protection [for the elderly] in Ukraine." National University Kyiv Mohyla Academy, Kyiv, Ukraine. (Spring)
- 1999 Newton, R. Problems of the Elderly in the Ukrainian Transitional State. *Journal of Social Policy and Social Work* (1999).
- 1999 Newton, R. (1998). Begging in Kyiv: Problems and Needs. *Journal of Social Policy and Social Work* (1999).
- 1999 Hensen, K. & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Comparisons of the Provision of Social Support: the United States and Ukraine." (Spring)

Newton, continued

- 2000 Stephens, M., Martin, E., & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Somatosensory Pleasure and Violence." (Spring)
- 2001 LaFortune, G., Scott, A., & Newton, R. Paper presented at the Twelfth Annual Student Convention in Gerontology and Geriatrics. "Sibling Provision of Informal Support to the Elderly." (Spring)
- 2001 LaFortune, G., Scott, A., & Newton, R. Paper presented at the Southeastern Undergraduate Sociology Symposium. "Attitudes towards Prenuptial Agreements." (Spring)
- 2005 Newton, R. Paper presented at the annual meeting of the Association of Gerontology in Higher Education. "Attitudes towards Prenuptial Agreements among the Elderly." (Spring)
- 2006 Public Lecture. "Domestic Abuse and Gender," the Peace and Justice Group, sponsored by the Chattahoochee Valley Episcopal Ministries.
- 2006 Newton, R. Paper presented at the annual meeting of the Association of Gerontology in Higher Education. "Urbanization and Changes to Familial Social Support Networks of Rural African Elderly." (Summer)
- 2006 Speaker. Freshmen Convocation, Columbus State University. (Fall)

- 2006 Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University. (Fall)
- 2007 Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University. (Spring)
- 2008 Bolen, S., Jones, R., & Newton, R. Paper presented at the annual meeting of the Georgia Sociological Association. "Empathic Reactions to a Holocaust Video: The role of gender, video gaming, and movie viewing habits." (Fall)

In prep. "Can moral courage be taught in a class on the Holocaust?"

### **Proposals**

Fall 2009. Social Science Research Center. In progress.

Fall 1999. Graduate Certificate in Gerontology for Columbus State University.

Newton, continued

Summer 1999. Asynchronous course development (SOCI1101: Introduction to Sociology). University System of Georgia.

### **Accreditation and Program Review**

Spring 2010 Sociology Program Review. Columbus State University.

Spring 2003. Sociology Program Review. Columbus State University.

Spring 1998. Sociology Program Review, co-author. National University Kyiv Mohyla Academy, Ukrainian Ministry of Higher Education, Kyiv, Ukraine.

### **Professional Activities**

#### **2009-2010**

Spring 2010. Poole, J. & Newton, R. The Vanishing Presence of Social Commentary in Popular Music. Paper accepted for presentation at the 28<sup>th</sup> Annual Southeastern Undergraduate Sociology Symposium, Emory University, February 19-20<sup>th</sup>, 2010.

Spring 2010. Faculty Development Grant recipient, the 3rd Annual SoTL Commons Conference, Statesboro, GA.

Summer 2009 – Present. Committee member. Mayor’s Commission on Crime, Employment Task Force. Assess effectiveness (i.e., recidivism rates) of programs designed to transition inmates back into the community.

Summer 2008 - Present. Committee member. State of Georgia Fatality Review Committee, Georgia Council on Domestic Abuse, Columbus, Georgia.

Spring 2009. Grant reviewer. The Netherlands Organization for Scientific Research (NWO) as proposed by the Graduate School of Social and Behavioral Sciences, Utrecht University, Netherlands. In response to a request from the Minister of Education (Netherlands), the Netherlands Organization for Scientific Research developed a grant program to help improve the Dutch system of doctoral education. Grant proposals for this pilot round were solicited from graduate programs throughout the Netherlands. Proposals accepted by the Netherlands Organization for Scientific Research were eligible for block grants of approximately €800,000 (\$1.1 million).

Spring 2009. Faculty Development Grant recipient, the 2nd Annual SoTL Commons Conference, Statesboro, GA.

Newtonson, continued

## **2008-2009**

November 18, 2008. Career Planning Event.

October 30, 2008. Guest presenter, CSU Psychology Club.

Fall 2008. Faculty Development Grant recipient, paper presentation at Georgia Sociological Association, “Empathic Reactions to a Holocaust Video: Desensitization and the Media,” Georgia Southern University, Statesboro, GA.

January 30, 2008. E-Core focus group.

January 23, 2008. Reviewer, Political Science Comprehensive Program Review.

## **2007-2008**

Spring 2007. Interviewed by Aswini Anburajan for a ABCNews.com piece on urban legends titled, “E-Mail Hoaxes: Old Stories in New Packaging.” May 25, 2007.

Fall 2007. Reviewer, Sage Publications, Social Psychology by Jeffrey Lashbrook.

Fall 2007. Faculty Development Grant recipient, the 1<sup>st</sup> annual SoTL Commons Conference, Statesboro, GA.

Fall 2007. Faculty Development Grant recipient, Southeastern Scholarship Conference on E-Learning, Macon State College.

Spring 2007. Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University. (Repeat of Fall 2006).

#### **2006-2007**

Fall 2006. Book study facilitator for Dr. Ken Bain's book, "What the Best College Professors Do." Center for Quality Teaching and Learning, Columbus State University.

Summer 2006. Developed course, "ITDS1155: Interdisciplinary Perspectives on the Holocaust."

Spring 2006. Developed course, "SOCI5116: Sociology of Domestic Abuse."

#### **2005-2006**

Newtonson, continued

Spring 2003-Spring 2005. Sociology Discipline Leader, Higher Education Reform in Macedonia Project. Civic Education Project and the United States Department of State. Responsible for constructing and delivering (in-country) workshops on curriculum reform in sociology to Macedonian faculty of higher education. Responsible for maintaining ongoing online discussion forum between Macedonian and American faculty of higher education on the reform of sociology curriculum (after in-country workshops).

Fall 2005. Developed course, "SOCI3508: Sociology of Popular Culture."

#### **2004-2005**

Fall 2004. Guest speaker, "Social Gerontology," HESC2105, Columbus State University.

Fall 2004. Developed course, "ITDS1156: Understanding Non-Western Cultures (Asian Religious traditions)."

Spring 2004. Guest speaker, "Social Gerontology," HESC2105, Columbus State University.

#### **2003-2004**

Fall 2003. Guest speaker, "Social Gerontology," HESC2105, Columbus State University.

Summer 2003. Developed course, "SOCI3109: Sociology of Deviance."

### **2002-2003**

Summer 2002. Developed course, "SOCI3508: Fright in the Media: Creepy Things."

Spring 2002. Developed course, "SOCI3508: Urban Legends and Myths."

### **2001-2002**

Summer 2001. Reviewer, Social Forces and Aging, 9th Edition, by Robert Atchley, Wadsworth Publishing.

Summer 2001. Reviewer, Doctoral Dissertation Research Grant evaluations, Office of University Partnerships in association with Office of Policy Development and Research, U.S. Department of Housing and Urban Development.

Summer 2001. Developed course, "SOCI3508: Are Marians Friendly?"

Newtonson, continued

Fall 2001. Developed online course, "GRNT/SOCI5106: Sociology of Aging (Asynchronous)."

Summer 2001. Developed online course, "GRNT5107: Survey of Gerontology (Asynchronous)."

Summer 2001. Developed online course, "GRNT/SOCI5101: Social Research Methods I (Asynchronous)."

### **2000-2001**

Fall 2000. Developed course, "SOCI/GRNT5116: Sociology of Medicine and Mental Disorders."

Fall 2000. Developed course, "SOCI3117: Race and Ethnic Relations."

Spring 2000. Developed course, "SOCI3508: Literary Sociology."

Summer 2000. Study Abroad Program, St. Petersburg, Russia. Introduction to Sociology and Introduction to Social Problems.

Spring 2000. Co-hosted the Eleventh Annual Southern Regional Student Convention in Gerontology and Geriatrics held at the Elizabeth Bradley Turner Center, Columbus State University, and co-sponsored by the College of Science, Columbus State University.

## **1999-2000**

February 18-19, 1999. Committee Co-chair, Eleventh Annual Southern Regional Student Convention in Gerontology and Geriatrics, Columbus State University, Columbus, Georgia.

Spring 1999. Interviewer, Civic Education Project, New Haven, CT. Interviewed prospective lecturers for teaching assignments in Eastern Europe.

Summer 1999. Developed online course, "SOC1101: Introduction to Sociology (Asynchronous)."

Spring 1999. Developed course, "SOC3106: Sociology of Aging."

## **1998-1999**

Fall 1998. Developed course, "SOC3106: Sociology of Occupations and Professions. "

Newtonson, continued

Spring 1998. Assistant Coordinator, Sociology/Social Work Curriculum Reform Conference. Kharkov State University, Kharkov, Ukraine.

Spring 1998. Guest Lecturer. Three day workshop for social workers. Working with the Elderly. Crimean Ministry of Social Protection and the British Know-How Fund, Simferopol, Ukraine.

Spring 1998. Guest speaker. Social Work Education in the United States. TACIS project, "Social Protection [for the elderly] in Ukraine." National University Kyiv Mohyla Academy, Kyiv, Ukraine.

Spring 1998. Conference Participant. Attended Civic Education Project student conference, Central European University, Budapest, Hungary. Worked with students on the development and presentation of research papers.

Spring 1998. Sociology program review, National University Kyiv Mohyla Academy. Authored and assembled documentation per Ukrainian Ministry of Higher Education.

## **Pre-1998**

Fall 1997/Spring 1998. Editorial Board Member. Journal of Social Policy and Social Work, Kyiv,

Ukraine.

Fall 1997/Spring 1998. Sociology Consultant. Journal of Social Policy and Social Work, Kyiv, Ukraine.

Fall 1997. Guest Speaker. "Social Education in Ukraine: The Possibilities of a New Project," Social Work curriculum reform conference sponsored by the Christian Children's Fund, the International Federation of Social Workers, the Ukrainian Association of Social Pedagogues and Specialists, and UNICEF. Taras Shevchenko State University, Kyiv, Ukraine.

Spring 1997. Attended Civic Education Project student conference, Nizhny Novgorod State University, Nizhny Novgorod, Russia. Worked with students on the development and presentation of research.

Spring 1997. Guest Lecturer. Poverty in Ukraine. Odessa State University, Odessa, Ukraine.

Spring 1997. Guest Lecturer. The Role of Social Workers in Ukraine: Working with the Elderly. Five day workshop for social workers. Tavrichesky University and the Crimean Ministry of Social Protection, Simferopol, Ukraine.

Newtonson, continued

Fall 1996. Guest Lecturer. Social Work with the Elderly. National University Kyiv Mohyla Academy, Kyiv, Ukraine.

Fall 1996. Guest Lecturer. The History of Social Work in the United States: Social Work with the Elderly. Dnipropetrovsk State University, Dnipropetrovsk, Ukraine.

Fall 1996. Guest Speaker. Teaching Social Work as a Sociologist. Sociology curriculum reform conference. Kharkov State University, Kharkov, Ukraine.

Fall 1996. Guest Lecturer. The History of Social Work in the United States. Police University, Kharkov, Ukraine.

Summer 1995. Guest Lecturer. Social Support Systems and the Elderly. Indiana State University, Terre Haute, Indiana.

Fall 1994. Guest Speaker. Careers in Sociology. Alpha Kappa Delta, Indiana State University, Terre Haute, Indiana.

Spring 1988. Committee Member. Psychology Faculty Grievance Committee. Served as a student representative. Department of Psychology, Indiana State University, Terre Haute, Indiana.



Columbus State University  
College of Letters and Science  
Curriculum Vitae

Date of Preparation: 27 January 2011

PERSONAL INFORMATION

- John D. Studstill
- Associate Professor, Department of Criminal Justice & Sociology
- 2855 Auburn Avenue, Columbus, GA 31906 (706) 565-3577

EDUCATION

- |                      |      |  |
|----------------------|------|--|
| <u>Post-Doctoral</u> | 1978 | <u>Ecole des Hautes Etudes en Sciences Sociales</u> (Paris), one year study of Qualitative Models in Formal Analysis of Sociocultural Systems.   |
| <u>Ph.D.</u>         | 1976 | <u>Indiana University</u> (Bloomington), Major in Cultural Anthropology, Minor in African Studies with emphases in Ethnicity, Religion, Education and Processes of Sociocultural Change. Dissertation--Student Attrition in Zaire: The System and the Game in the Secondary Schools of Masomo. |
| <u>Diplome</u>       | 1970 | <u>Ecole Pratique des Hautes Etudes</u> (Paris, France), Emphases in Social Anthropology, African Studies, and Comparative Religions   |
| <u>B.A.</u>          | 1964 | <u>Emory University</u> (Atlanta), Major in Humanities, Minor in German  |

ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE

2000-09	<u>Columbus State University</u> , Dept. of Psychology/Sociology (full-time). Courses Taught: Cultural
---------	--

	Anthropology, Race and Ethnic Relations, Sociological Theory I (Classical), Sociological Theory II (Contemporary Theory), Religion Culture and Society, Sociology of Medicine and Mental Illness, People and Cultures of Africa, Social Problems, Drugs and Society, Family and Society, Evolution of Social Stratification & Inequality, Model African Union, Introduction to Cultural Diversity
1996-99	<u>Spelman College and Morehouse College</u> : Introduction to Sociology, Cultural Anthropology.
1987-99	<u>St. Leo College</u> (Atlanta Campus): Introduction to Sociology, Cultural Anthropology, Methods of Social Research, Marriage and the Family, Race and Ethnicity, Sociological Theory, Social Policy & Change, Social Problems.  <u>University of St. Francis</u> (Atlanta Campus, Masters Level): Medical Sociology, Methods of Social Research.
1985-87	<u>Agnes Scott College</u> : Director, Program for Global Awareness (Program in international education & study abroad). Also adjunct associate professor of Anthropology.
1984-85	<u>Center for Public and Urban Research</u> : Georgia State University, Project Coordinator for Migrant Education Staff Development Project.
1983-84	<u>Georgia State University</u> : adjunct associate professor in Cultural Anthropology. Courses taught: Peoples of Africa, Anthropology and Education, Introduction to Cultural Anthropology.
1979-82	<u>City Colleges of Chicago</u> : Assistant Dean for Academic Affairs and Program Development. Responsible for improving the overall quality of programs for military personnel in Europe. Evaluated programs, teachers and curricula; introduced new academic programs, and new teacher training methods; edited newsletter for lecturers; supervised over 100 part-time instructors.
1974-78	<u>University of Maryland</u> : Lecturer, Overseas Program. Taught anthropology and sociology to U.S. servicemembers at the undergraduate level. Classes were conducted on military bases in Japan, Korea, Thailand, Spain, Italy, Germany and Belgium. Courses taught included: World Religions, Ethnography, African History, Family and Society, Intercultural Sociology, and Intro. Anthropology and Sociology Sociology of Religion.
1973-74	<u>The Johns Hopkins University</u> : Visiting Assistant Professor. Courses taught at the graduate level: Systems of Belief and Social Structure, Contemporary Paradigms in Anthropological Theory, Anthropology and Education.
1964-67	<u>Methodist Board of Missions</u> : One year of French language study in Belgium, two years of high school teaching and social work in Zaire.
<u>FIELD(S) or AREA(S) OF SPECIAL INTEREST WITHIN DISCIPLINE OR PROFESSION</u>	
Race & Ethnic Relations, Migrant Farmworkers, Comparative Education and Development, Religion and Myth, U.S./Third World Relations, Systems Theory, French Structuralism, Cultural Materialism. Research Areas: Central Africa, Southeastern United States.	
<u>MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS</u>	
Southern Anthropological Society (Board Member & past President), American Anthropological Association, Society for Cultural Anthropology, Phi Beta Delta International Scholars Honorary Society	
<u>SERVICE TO COMMUNITY</u>	

2009	Facilitator and Presenter - First Presbyterian Church of Columbus, Difficult Dialogues on Race & Ethnicity, Five-Weeks Program, August 11-September 8
2009	Panel Member - BBC Forum on African-American Identity
2007-09	Board Member - North American Masaba Cultural Association (NAMCA)
2007-08	President, Unitarian Universalist Fellowship of Columbus, 2 years
2004-09	Presenter, St. Thomas Episcopal Church - 4 Programs on Race and Ethnicity
2004	Presenter, Columbus Race Relations Breakfast - The Non-Existence of Race
2002	Presenter, the One Columbus Summit on Ethnic Diversity
2001-08	Five TV Interviews - WTVM Columbus on Ethnic and Social Issues
2001-09	Five Essays published in the Columbus Ledger-Enquirer
2001-09	Member One Columbus Bridgebuilders Organization/Study Circles Facilitator
2004-06	Unitarian Universalist Fellowship of Columbus, Board Member
2001-09	Presenter Unitarian Universalist Fellowship of Columbus, 10 Presentations

#### SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS:

2001-2009	Fourteen Faculty Development Grants to attend Professional Conferences (Model African Union simulations and Southern Anthropological Society Meetings, each Fall & Spring with a few exceptions.
2009	Faculty Development Award for Research of "Socioeconomic Development in Stewart County, GA."
2009	Teacher of Writing Award (for promoting writing), Spring Semester: Project: "Writing for Fun-- Critical Thinking, Problem-Solving and Gaming in Cultural Anthropology."
2008-09	Writing Fellow - Center for Enhancement of Teaching and Learning, full year fellowship.
2008	Writing Award for student writing in People & Cultures of Africa, Project: "The Ultimate Term Paper."
2008	Travel Grant for Field Trip to Westville Rural Life Museum - From the Honors Program & the Freshman Learning Community Program, University College, for two Cultural Anthropology Classes combined.
2007	Sabbatical Award, Spring Semester.
2006	Certificate of Appreciation, One Columbus Organization
2006	University System Award - Faculty Summer Seminar in Scandinavia
2004	Multicultural Research Award, GA Chapter, National Association for Multicultural Education
2002	President, Southern Anthropological Society
2002	Nominated for Teacher of the Year - Columbus State University
2001	Fulbright-Hayes Grant - Faculty Summer Study in South Africa, one month
1995	Summer Travel Grant for Student Exchange -- Center for International Studies, Atlanta Public Schools (Taiwan, Hong Kong, People's Republic of China).
1994	French Government Scholarship -- program in computer based satellite imaging analysis, and use of video in the classroom, Poitiers, France.
1993	Consultant/Advisor: American Express Geography Award - Top Ten in U.S. Topic: Asian Immigrants in Georgia.
1988	Teacher Training Grant, Ga. Dept. of Education, \$45,000 Director of Program for Training Native Speakers of Less-Commonly-Taught Languages - North Atlanta High School

1986	Program Development Grant, Dupont Fund--\$255,000, at Agnes Scott College.
1986	Educational and Political Development in Burkina Faso since the 1983 revolution; fieldwork in Ouagadougou.
1984	Migrant Education in Georgia and Florida, Federal Migrant Education Grant, Ga. Department of Education, 1 year.
1983	Survey Research at the Center for Public and Urban Research, Georgia State University; Research Assistant with the Georgia Department of Human Resources and the Centers for Disease Control, survey of mental retardation--ethnic comparisons.
1979	UNESCO Internship in population Education and Problems of Youth in Zaire; Wrote Report on: "Population Education for Out-of-School Youth in Zaire."
1972	MUCIA - Grant for Dissertation research in Congo, 12-months
1971	NDFL Fellowship (Swahili) Indiana University
1970	NDEA Fellowship (Anthropology) Indiana University
1967-69	French Government Fellowship and Fulbright-Hayes Travel Grant

#### MAJOR COMMITTEES at CSU

2009-10	Faculty Senate
2009-10	Senate Committees - Committee on Committees
2008-10	University Committee - Sustainability Committee
2007-08	CSU 50th Anniversary Committee and Presenter
2006-08	Member College of Science Tenure and Promotion Committee (3 years)
2006-08	Member Search Committees - Director of Servant Leadership, Dean of College of Arts & Letters
2003-09	Chair, African Studies Committee, International Education Committee
2002-05	Coordinator Bridgebuilders Committee on Ethnic Diversity Study Circles
2003-04	Publications Committee, Columbus State University
2002-03	Curriculum Committee, Columbus State University

#### PROFESSIONAL GROWTH AND DEVELOPMENT

2007	One semester sabbatical from CSU -- to update book on Luba Mythology.
2006	Faculty Study Seminar--Scandinavia. (2 Weeks abroad) Univ. System of Georgia
2005	Co-Organizer -- Ninth Annual Southeast Model African Union at CSU
2003-06	Organizer -- CSU Bridgebuilders Study Circles , 8 circles in 5 semesters
2001-08	Organizer/Chaperone -- CSU Team at Southeastern Model African Union Simulation
2001-06	Organizer -- Student Research Paper presentations - Southern Anthropological Society
2001-06	Presenter, each year one major lecture campus-wide on diverse anthropological Topics
2001	Faculty Summer Study in South Africa, one month, June-July, 2001

#### PROFESSIONAL ACTIVITIES:

#### **PUBLICATIONS AND PAPERS**

##### ***Books and Monographs:***

- In Prep: Term-Time Work and Student Achievement (based on survey of 220 CSU undergraduates) with Drs. Wakoko and Da Silva -- article to be submitted in August or September
- In Prep: *The Luba Political Epic: Myth, Ritual and Political Thought among the Luba of Katanga*. A reworking of my 1984 book published in French.
- In Prep: Quality of Life and Advanced Industrialism: U.S. and European Comparisons (book manuscript)
- 1989 with Mahmoud Al-Batal. Training Model for Teachers of the Less-Commonly-Taught Languages. Atlanta: Georgia Department of Education.
- 1985 Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students. Atlanta: Center for Public and Urban Research, Georgia State University.
- 1985 Survey of Dropouts among Children of Migrant Farmworkers in Orange County, Florida. Center For Public and Urban Research, Report, Georgia State University.
- 1984 Les Desseins d'Arc-en-Ciel: Epopée et Pensée chez les Luba du Zaïre. Paris: Editions du Centre National de la Recherche Scientifique.
- 1984 with Robert E. Snow and Janet D. Ockerman  
Assessing Local Needs for Migrant Education Programs: A Guide to Data Collection. Atlanta: Center for Public and Urban Research, Georgia State Univ.

### **Chapters, Articles, Papers**

- In prep. Systems Theory and the Culture Concept: Postmodern Misunderstandings. Paper to be presented At the 2010 Southern Anthropological Society meeting.
- In prep. Socioeconomic Development in a Rural Georgia County. (Stewart County as a test case)
- 2009 Sweden, Eurosocialism and Obama, *Special to the Ledger-Enquirer*, Sunday June 21, 2009, Voices.
- 2009 Students as a New Proletariat: Study, Social Life, Term-time Work, and Grades. Paper presented at the Southern Anthropological Society meeting, Wilmington, NC. (with Florence Wakoko-Studstill)
- 2008 Term-Time Work and Student Performance. Paper, Southern Anthropological Society meeting, Staunton, VA.
- 2006 The Greatest Country in the World: Quality of Life in Sweden and the U.S. Lecture, Center for International Education, Columbus State U., September, 2006.
- 2006 Social Change in Rivercity: An Overview of Recent Trends. Southern Anthropological Society Annual Meeting, Pensacola, FL.
- 2006 Cultural Diversity in Columbus: Undergraduate Student-Teacher Conversations on Race, Ethnicity and Conflict Resolution. Paper presented to the 8th Annual Meeting of the National Association for Peace/Anti-Violence Education (a branch of the Georgia chapter of NAME (National Association for Multicultural Education), Peachtree City, GA, April 2006.
- 2005 Ethnicity and Social Change in Southern Georgia—The Peach Industry, an Overview (with Florence

	Wakoko-Studstill). <u>Southern Anthropological Society Annual Meeting</u> , Chattanooga, TN.
2004	The One-Columbus Initiative: Ethnic Diversity and Community Response. <u>Southern Anthropological Society Annual Meeting</u> , Decatur, GA.
2003	Rivercity as a Sociocultural System. Paper. <u>Southern Anthropological Society Annual Meeting</u> , Baton Rouge, La. (Introduction to Session at SAS Meeting "Trouble in Rivercity: Social Problems in a Mid-Sized Southern City.")
2002	Traditional Religion in the Congo: The Luba Political Epic, paper presented at <u>Southern Anthropological Society Annual Meeting</u> , Asheville, NC.
2002	Rainbow Nation. The <u>Columbus Ledger-Enquirer</u> , Sept. 15, '02, pp. F1. (Based on Fulbright Study Tour to South Africa).
2002	Small Societies Can Be Beautiful! President's Column, <u>Southern Anthropologist</u> , vol. 29, No.1, Fall 2002, p. 4.
2002	Survey of U.S.-African Student Attitudes Toward Latin Immigrants in Three U.S. Colleges. Paper presented to the Annual Meeting of the <u>Southern Anthropological Society</u> , Asheville, NC. (based on surveys of students at 3 predominantly Afro-American Colleges in GA in which I have taught.)
2002	Terrorism. Op-Ed in the <u>Columbus Ledger-Enquirer</u> , July 14, '02, pp.F1,F4.
2001	Ethnicity Can Work: Implications of the No-Race Position in Social Science. <u>American Anthropological Association</u> , paper, annual meeting.
2001	Hospitality and Hostility: Latin Immigrants in Southern Georgia. In <i>Latino Workers in the Contemporary South</i> , eds. Arthur D. Murphy, Colleen Blanchard and Jennifer A. Hill, 68-81. <u>Southern Anthropological Society Proceedings</u> , No. 34. Athens: U. of Georgia Press.
2000	Erasing Race: Anthropology's Red Public Face. <u>American Anthropological Association</u> , paper, annual meeting.
2000	Review of <i>An Anthropology for Contemporaneous Worlds</i> by Marc Auge. <u>American Anthropologist</u> 102(2):375-6.
1999	Social Mobility of Latin Immigrants in South Georgia. <u>Southern Anthropological Society</u> , paper, annual Meeting, Decatur, GA.
1999	Survey of the Culture Concept. <u>Southern Anthropologist</u> 26(1):8-10.
1998	A Rose By Any Other Name: A Modest Yet Radical Proposal About "America." <u>Voices of Mexico</u> no. 45(Fall/Winter): 61-65.
1998	On Race, Ethnicity and Baby's Bathwater. <u>Anthropology Newsletter</u> 39(1):16-17.
1997	Exploitation in Academe: Subjective Interview With a Prol, and a Systems Theoretic Synthesis of Baer and Blanchard. <u>Southern Anthropologist</u> 24(2):11-17.
1986	Attrition in Zairian Secondary Schools: Ethnographic Evaluation and Sociocultural Systems. In <i>Educational Evaluation: Ethnography in Theory, Practice and Politics</i> , David M. Fetterman and Mary J. Pitman, Eds. Beverly Hills: Sage. pp. 101-118.
1985	Cultural Transmission and Cultural Reproduction: Theory in Educational Anthropology & Sociology.

- Paper, American Anthropological Association, Annual Meeting, Washington, DC.
- 1984 Theory in Attrition Studies in Africa: Ethnographic Evaluation and Sociocultural Systems. Paper, American Anthropological Association, Annual Meeting, Denver.
- 1984 Educational Funding and Student Attrition in Georgia, Sweden and Japan. Paper, Southern Society for Comparative and International Education, Annual Meeting, Atlanta.
- 1984 Africans as Superiors: Structural Studies of African Religions. Invited lecture at Agnes Scott College Multicultural Awareness Symposium, January, 1984.
- 1983 From Equality of Opportunity to Equality of Results in Education. Paper, American Anthropological Association, Annual Meeting, Chicago.
- 1983 Evaluation of Student Attrition in Zairian Secondary Schools: Ethnographic Methods and Sociocultural Systems. Invited paper for the Session on Evaluation in Educational Settings, International Congress of Anthropological and Ethnological Sciences, Vancouver.
- 1984 Student Attrition in Zaire and the U.S.: A Cross-Cultural Causal Model. Paper, Southern Society for Comparative and International Education, Annual Meeting, Atlanta.
- 1982 Voluntary Education in the All-Volunteer Force. Paper, American Anthropological Association, Annual Meeting, Washington, D.C.
- 1980 Population Education for Out-of-School Youth in Zaire Using Traditional Modes of Communication. Research Report, mimeographed. UNESCO, Paris.
- 1980 Review of Dassen, et al. *La Naissance de l'Intelligence chez l'Enfant Baoule*. American Anthropologist 83(1): 171-72.
- 1979 Education in a Luba Secret Society. Anthropology and Education Quarterly 10(2): 67-81.
- 1976 Why Students Fail in Masomo, Zaire. Journal of Research and Development in Education 9(4):124-36.
- 1971 The Nature and Utility of the Structural Study of Myth. Paper, Central States Anthropological Society, Detroit.
- 1970 L'Arbre Ancestral dans les Contes Africains, in: *Les Contes de L'Arbre*, (Ed.) Genevieve Calame-Griaule. Paris: Bibliotheque de la S.E.L.A.F., no. 20:119-137.

#### **Exhibitions, Performances, Panels**

- 2009 Host & Panelist - BBC Focus on Africa - Panel on African-American Identity in the Age of Obama, CSU, July 22.
- 2008 Exhibit of Research in the DRC (Congo) for the CSU 50th Anniversary Celebration.

#### **Consulting Work**

- 2008 Book Review and Evaluation, Fall, 2008 for Pearson Pub. Co., Review of *Religions in Practice*, 4th ed. by Bowen.

## Mentoring of Student Research - Student Presentations

- 2009 Sponsored Two papers presented at the Student Honors Colloquium
1. "The Constant Gardener--Fact or Fiction," Amanda Rodwell. This paper was prepared for my class on People and Cultures of Africa; It was cited in the Award to Amanda for System of Georgia International Studies scholarship.
  2. "The Eskimo Song Duel: Conflict Resolution with Music and Poetry," M. Hayden and A. Liggin.
- 2009 Student Writing Showcase, Exhibition of Student Writing sponsored by Center for Enhancement of Teaching and Learning, Spring Semester (videotaped by ITS, see attached CD)
- Student Panel and Research Presentation - "Ethnic Diversity in Sororities and Fraternities at CSU," Introduction to Cultural Diversity End of Term Panel (videotaped by ITS, see attached CD)
- 2008 Two papers presented at the Student Honors Colloquium
1. "Democratic Republic of the Congo: Economic Development & Exploitation," Tristen White.
  2. "Religious Diversity in Columbus: A synagogue and its citizens," Emily Vold.
- 2006 Two papers presented at the Student Honors Colloquium
1. "Continuity of Factors Contributing to Homelessness in Rivercity," Chelsea Bullock and Kindall Scarborough.
  2. "Recent Changes in Attitudes towards the War in Iraq," Meredith Gilbert and Kristin Taylor.
- 2006 Four Student Presentations at the Southern Anthropological Society Meeting, Nashville TN:
1. Bullock, C., Scarborough, K. and Studstill, J. (2006). "Continuity of Factors Contributing to Homelessness in Rivercity." Presented at the symposium Social and Cultural Change in Rivercity: 1995-2005, 41st Annual Meeting of the Southern Anthropological Society, Pensacola, FL.
  2. Gilbert, M., Taylor, K. and Studstill, J., "Changes in Attitudes towards the War in Iraq." Paper presented at the symposium Social and Cultural Change in Rivercity: 1995-2005, 41st Annual Meeting of the Southern Anthropological Society, Pensacola, FL.
  3. Lee, A. & Studstill, J., "Impacts of the Rising Poverty Rate in Rivercity." Paper presented at the symposium Social and Cultural Change in Rivercity: 1995-2005, 41st Annual Meeting of the Southern Anthropological Society, Pensacola, FL.
  4. Miller, Q. & Studstill, J., "Photoessay on Poverty in Chattahoochee County." Paper presented at the symposium Social and Cultural Change in Rivercity: 1995-2005, 41st Annual Meeting of the Southern Anthropological Society, Pensacola, FL.
- 2005 Two student papers presented at the Student Honors Colloquium
1. "The Case for Proportional Voting in the U.S." Mary Hall.
  2. "Capitalism, the Family and Gay Oppression: A Socialist Analysis," Russell Pryor.
- Four papers presented at the Southern Anthropological Society Meeting, Chattanooga, TN
1. Bond, D. & Studstill, J., "Last of the Old-time Peachgrowers." Paper presented at Symposium on City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40th Annual Meeting of the Southern Anthropological Society, Chattanooga, TN.
  2. (with Dr. Wakoko) Henry, J., "The Chosen People on Sunday Morning: Ethnic Composition of Rivercity Congregations." Paper presented at Symposium City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40th Annual Meeting of the Southern Anthropological Society, Chattanooga, TN.



3. (with Dr. Wakoko) Rex, A., "Competing in Peaches: Growers, Managers and Labor Transformation. Paper presented at Symposium City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40th Annual Meeting of the Southern Anthropological Society, Chattanooga, TN
4. Russell, J. & Studstill, J., "Peachtree blues: Transformations and adaptations among Georgia Peach Growers." Paper presented at Symposium City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40th Annual Meeting of the Southern Anthropological Society, Chattanooga, TN.

2004

Five papers researched under my direction presented at the Southern Anthropological Society Meeting, Decatur, GA.

1. Bausch, L. & Studstill, J. "Homeless Women in Crisis." Paper presented at the symposium Trouble in Rivercity, Part II: Social Problems & Social Development, 39th Annual Meeting of the Southern Anthropological Society, Decatur, GA.
2. Bryant, Y. & Studstill, J., "Causes of Homelessness--Rivercity." Paper presented at the symposium Trouble in Rivercity, Part II: Social Problems & Social Development, 39th Annual Meeting of the Southern Anthropological Society, Decatur, GA.
3. Grgas, N. & Studstill, J., "Health Care Awareness and Access among Latin Immigrants in Rivercity." Paper presented at the symposium Trouble in Rivercity, Part II: Social Problems & Social Development, 39th Annual Meeting of the Southern Anthropological Society, Decatur, GA.
4. Schorr, L. & Studstill, J., "The Economic Rebirth of Downtown Rivercity." Paper at the symposium Trouble in Rivercity, Part II: Social Problems & Social Development, 39th Annual Meeting of the Southern Anthropological Society, Decatur, GA.
5. Seldon, P. & Studstill, J., "Jobs and the Definition of Appropriate Hair and Dress." Paper presented at the symposium Trouble in Rivercity, Part II: Social Problems and Social Development, 39th Annual Meeting of the Southern Anthropological Society, Decatur, GA.

2003

Five Papers researched under my direction read at the Annual Meeting of the Southern Anthropological Society Meeting, Baton Rouge, LA

1. Brantley, Kelli, "The Impact of Economic Change on Textile Mill Workers in Rivercity." Paper presented at the symposium Trouble in Rivercity, Part I: Poverty, Ethnicity & Deviance, 38th Annual Meeting of the Southern Anthropological Society, Baton Rouge, LA.
2. Daswani, Rekha, "A Closer Look at Muslims Living in Rivercity." Paper presented at the symposium Trouble in Rivercity, Part I: Poverty, Ethnicity & Deviance, 38th Annual Meeting of the Southern Anthropological Society, Baton Rouge, LA.
3. Grgas, Nermina, "Dragon\*Con. Why?" Paper presented at the symposium Trouble in Rivercity, Part I: Poverty, Ethnicity & Deviance, 38th Annual Meeting of the Southern Anthropological Society, Baton Rouge, LA.
4. Morrow, James, "The Conflict at Wynnton Methodist Church." Paper presented at the symposium Trouble in Rivercity, Part I: Poverty, Ethnicity & Deviance, 38th Annual Meeting of the Southern Anthropological Society, Baton Rouge, LA.
5. Wright, Molly, "The Pot Stickers Gang." Paper presented at the symposium Trouble in Rivercity, Part I: Poverty, Ethnicity & Deviance, 38th Annual Meeting of the Southern Anthropological Society, Baton Rouge, LA.

- 2002 Three Papers researched under my direction read at the Annual Meeting of the Southern Anthropological Society Meeting, Asheville, NC.
1. Daniels, Adele, "The Refugee Crisis in the Congo: Who They Are, Where They Are and Why." Paper presented at the symposium Social and Cultural Issues in Central Africa 37th Annual Meeting of the Southern Anthropological Society, Asheville, NC.
  2. Reid, Richard, "The Aids Crisis in Central Africa: What Can Be Done?" Paper presented at the symposium Social and Cultural Issues in Central Africa 37th Annual Meeting of the Southern Anthropological Society, Asheville, NC.
  3. Swinyard, Kelly, "War and Control of Resources in Congo Today." Paper presented at the symposium Social and Cultural Issues in Central Africa 37th Annual Meeting of the Southern Anthropological Society, Asheville, NC.

2001-02 Organized students to conduct interviews in several neighborhoods of Columbus (these were carried out in November) and I presented the results of this survey plus demographic data to the One Columbus Summit in February. Students in my course in Sociological Theory conducted interviews of Columbus residents concerning their attitudes about ethnic issues.

2001 - 2008 The Southeastern Model African Union (SEMAU), November.

I have mentored students and served as team leader for CSU teams that have participate each year in November at the Southeastern Model African Union simulation exercise. This involves assisting them in researching and writing a resolution on a social, political, economic, or educational topic from the country chosen for the simulation. They must defend their resolution in debate with numerous teams from other schools, generally 15 to 20 teams total. We have one or two teams from CSU each year. In recent years this has been in the context of a 2- or 3-credit hour course. This has generally been in collaboration with Dr. Florence Wakoko as co-leader/chaperone. Teams consist of 6 to 8 students each.

## Course Development

### Columbus State University

2009 Study Abroad to Uganda, (with Dr. Wakoko) course approved for implementation in 2010.  
Required Planning trip to Uganda.

Courses developed for first-time offering in the Dept. of Psych/Soci:  
Drugs and Society  
Model African Union  
People and Cultures of Africa,  
Social Problems of Globalization,  
Evolution of Social Stratification & Inequality,  
Religion, Culture & Society,  
Sociological Theory--Contemporary Thought,  
Sociology of Medicine and Mental Disorders

2008 International Learning Community Course - Introduction to Cultural Anthropology, leading to showcase of student work by the Center for International Education

2007 International Learning Community Course, sponsored by the Center for International Education to promote internationalization of the curriculum

2005-09 101	Five Freshman Learning Community Courses, Cultural Anthropology with Intro to Philosophy, English (twice), and Introduction to Theater (twice)
<b>University System of Georgia</b>	
2007	SOCI 3120: "Educational Development in Africa," A 3 semester credit hour online course developed for the University System of Georgia's Project for a system-wide certificate in African Studies. Sponsored by the U.S. DOE grant to UGA and CSU.
<b>Atlanta Public Schools</b>	
1993-94	Three One-Semester Courses Developed for the International Baccalaureate Program - Atlanta Public Schools: Intercultural Communication, Global Issues, East Asian Studies.

Date of Formatting: 5 January 2010

**Florence Wakoko-Studstill**  
**2855 Auburn Avenue**  
**Columbus, GA 31907**

**Department of Criminal Justice & Sociology**  
**4225 University Avenue (706) 568-3190**  
**Columbus State University Columbus, GA 31907**

Phone: (706)565-357  
Fax: (706) 568-3190  
E-mail: wakoko\_florence@colstate.edu

### **Education**

Ph.D. The Ohio State University, Rural Sociology (Minor: Gender and International Studies).  
2003.

Dissertation: Microfinance and Women's Empowerment in Uganda: A Socioeconomic Approach.

M.A. The Ohio State University, Women's Studies (Minor: Sociology).

Thesis: Rural Women's Access to Microfinance: The Case of the Uganda Commercial Bank Rural Farmers Credit Scheme. 1993.

B.A. Makerere University (Uganda), Political Science (Minor: History), 1993.

Field(S) Or Area(S) Of Special Interest Within Discipline Or Profession

- Gender, Race/Ethnicity, and Class Stratification
- Rural Policy and Community Development
- Economic Sociology/Microenterprise Development
- Feminist Theory and Methodology
- Political Sociology

### **Academic Appointments and Other Significant Work Experience**

2006-2009 Faculty Senate, representing College of Science

2008-present Chair, Personnel Committee of the Department of Psychology/Sociology

2006–present Associate Professor in Sociology

2002-2005 Assistant Professor in Sociology, CSU

2005- Director, Model African Union Student Conference, hosted at Columbus State University (CSU).

2004-present Chair, Diversity Programs and Services Committee of the Senate

2004–present Director, African Studies Certificate at CSU for the USG online Certificate program

1996-2002 Assistant Professor in Sociology, Fort Valley State University (FVSU).

2000- Director, Model African Union Student Conference, hosted at FVSU.

1994-1996 Graduate Teaching Assistant, Rural Sociology, The Ohio State University (OSU).

1992-1993 Graduate Teaching Assistant, Women's Studies, OSU.

1991-1991 Graduate Research Assistant, Women's Studies, OSU.

1986-1989 Senior Administrative Assistant/Registrar, College of Technology, Makerere University.

1984-1986 Administrative Assistant, University Appointments Board, Makerere University.

Associate Professor: Courses taught at CSU (since 2002):

- SOCI1101: Introduction to Sociology
- SOCI3117: Race and Ethnic Relations
- SOCI 4101: Social Research Methods I
- SOCI 4102: Social Research Methods II
- SOCI4899: Independent Studies
- SOCI3698: Sociology Internship
- SOCI4405: Sociology Practicum
- SOCI3126: Introduction to Social Work and Welfare
- SOCI3129: Sociology of Gender
- SOCI3135: Sociology of Development
- SOCI4108: Clinical Sociology
- SOCI3508: African Women and Development

Assistant Professor: Courses taught at Fort Valley State University

- Introduction to Sociology
- Social Research Methods
- Juvenile Delinquency
- Criminology
- Social Psychology
- Cultural Diversity
- African Women and Development

Teaching Assistant in Rural Sociology, courses taught:

- 105 Introduction to Rural Sociology
- 678 Women in Rural Society
- 693.06 Community Development

Teaching Assistant in Women's Studies, courses taught:

- WS 300 Introduction to Feminist Theory
- WS 623 African Women: History & Socioeconomic Change

Research Assistant: Conducted library research and reviewed literature for the following studies:

- (1) The "Deer Hunter and Wheeling-Pittsburg Steel Workers" – for Dr. Mary Margaret Fonow,

<http://gas.sagepub.com/cgi/content/abstract/12/6/710>

(2) African Women and Economic Development – for Dr. Claire Robertson,  
[http://books.google.com/books?id=LVpWAUwouUC&dq=Robertson+We+Only+Come+Here+to+Struggle&printsec=frontcover&source=bl&ots=HhylCl7gv7&sig=eDc\\_Xm3q47qodYm56QjKdx\\_Vsh4&hl=en&ei=68NCS73JFI6Vtg1994-1996](http://books.google.com/books?id=LVpWAUwouUC&dq=Robertson+We+Only+Come+Here+to+Struggle&printsec=frontcover&source=bl&ots=HhylCl7gv7&sig=eDc_Xm3q47qodYm56QjKdx_Vsh4&hl=en&ei=68NCS73JFI6Vtg1994-1996)

## Consulting

2009-present – Associate Professor affiliate, Institute for Ministry & Theological Education of the Diocese of Atlanta. Work involves delivering guest lectures, developing manuals on faith-based workshops, facilitating education and outreach ministry in various parishes in the diocese.

2008- present - Office of the Anglican Observer to the United Nations in New York, Evaluating the Link Between Research and Advocacy in the proceedings of the Commission on the Status of Women sessions of that addressed the following themes:

(1) Equal Sharing of Responsibilities between women and men, including caregiving in the context of HIV/AIDS, 53rd Session, March 2-13, 2009.

(2) Financing for Gender Equality and Empowerment of Women, 52nd Session, February 25- March 7, 2008.

Founder & President (2003-2007)- Board of directors, North America Masaba Cultural Association (NAMCA), a non-governmental organization (NGO) that promotes child education and economic development in Bugisu (Uganda), through volunteer work, fundraising, and gifts.

<http://www.namca1.us/indexmid.htm>

Founder member & Researcher - Action for Development (ACFODE), a women's NGO that works to uplift the status of women in Uganda. ACFODE has been instrumental in facilitating the implementation of Affirmative Action in education particularly at the university level; changing laws reflect gender sensitivity, including Property Inheritance Law, Access to critical resources such as microfinance, and currently, laws about gender and sexuality.

Associate Director - United Christian Center, an affiliate member of OSU Community Outreach Programs 1993 to 1995.

Secretary - National Union of Educational Workers in Uganda, 1989 to 1991. Created workers' training programs; lobbied with government to secure representation of women in Parliament, organized workshops, and mediated between workers and employers for better Terms and Conditions of Service to reflect mandates of the International Labor Organization (ILO).

Senior Administrative Assistant/Registrar to the Dean, Faculty of Technology at Makerere university in Uganda. Coordinated curriculum development activities, kept student records, processed student admissions and scholarship applications; class scheduling, and recruitment of faculty and staff, 1988 to 1991.

Administrative Assistant, University Appointments Board at Makerere University. Processed recruitment, promotion, and tenure of University faculty and staff, 1984 to 1988.

### **Special Awards, Fellowships And Other Honors:**

Excellence in Faculty Internationalization \$2,500, University System of Georgia Consortium for International Studies, 2006.

Phi Beta Delta - Honor Society for International Scholars, 2003.

Nominated for "Who's Who Among America's Teachers," 2005, 2006, 2007, 2008, and 2009.

Columbus State University Office of Disability Services Excellence in Access Faculty Award, 2004.

Excellence in African American Student Service, Campus & Community Award, The Ohio State University, 1995-1996.

Rural Sociological Society Minority Students Travel Grant, to present a paper at the 63rd RSS conference, Washington, D.C. August 2000.

Rockefeller Foundation African Research Scholarship awarded 1994, for training in research design and implementation, University of Wisconsin, Madison.

Certificate of Appreciation, Southeast Model African Union (SEMAU) award for service in directing SEMAU conference in 2000 and 2005, and mentoring students each year in research and education about Africa and the organization of the African Union, 2000 – present.

### **Grants**

Florence Wakoko-Studstill, principal investigator, CSU Faculty Center for the Enhancement of Teaching and Learning, "Writing to Learn in Clinical Sociology, and in Social Research Methods" grant \$2,400, Spring 2008, 2009, and 2010.

Florence Wakoko, mentored and helped 5 students received \$250 to \$300 grants to facilitate their participation in conducting research in Stewart County, 2009.

Florence Wakoko-Studstill, President Mescon's grant \$1,500 for online course development, Race & Ethnic Relations course, 2009.

John Studstill and Florence Wakoko-Studstill, CSU grant \$300 to conduct research in Steward County with students in two classes – Social Problems, and Social Research Methods.

Florence Wakoko-Studstill, St. Thomas Episcopal Church, Educational grant \$500, for participation in the UN conference on the status of women, 2009.

Margaret Khaita, Florence Wakoko-Studstill, Kabasa etl. Principle investigators, a on a USAID Planning Grant, \$50,000, for developing a comprehensive proposal to address the growing problem of Transboundary animal diseases and zoonoses in Eastern and Central Africa through establishing centers of excellence in research, education and advocacy. The final proposal, \$28,366,508 was submitted on November 30, 2009.

Florence Wakoko-Studstill, Faculty Development grants to participate in the UN Conference on the Status of Women, 2009, North America Masaba Cultural Association, 2009.

Lioba Moshi, Florence Wakoko-Studstill and Saba Jallow principle investigators, a US Department of Education - USDE grant, \$136,471, for creating an online system-wide Certificate in African Studies, offered by the University of Georgia and Georgia, Columbus State University and Georgia Southern University, 2004-2007.

Florence Wakoko-Studstill, Chancellor's Award \$2,000, to participate in the university system summer seminar in Denmark and Sweden, 2005.

Florence Wakoko-Studstill, CSU College of Science grant, \$1,500 for travel and college registration fees to complete doctoral studies at The Ohio State University, 2003.

### **Membership to Committees**

Rural Sociological Society, member since 2000

Southern Sociological Society, member since 2001

North America Masaba Cultural Association (NAMCA), Board chair since 2003

Georgia Chapter, National Association of Multicultural Education (GNAME), Board member since 2003

American Association of University Women, member since 2002

Association of Third World Studies, member since 2007.

### **Service To Community**



2009-present, Coordinator, the Episcopal Relief and Development initiative at St. Thomas Episcopal Parish, Columbus, GA. Work involves hosting educational seminars about the UN Millennium Development Goals in the developing countries, outsourcing funding, gifts, and donations to support child Education and healthcare through Nets for Life (to fight malaria) etc.

2008- present, Member of the Board of Directors, One Columbus, a non-profit organization that serves to promote equity and social justice in the community.

August 2004. Hosted an exchange student from Japan. Student participated in the program sponsored by the CSU English Language program.

August 2004. Participated, with the African Students Organization, in the 9th Columbus Annual International Festival. Hosted by the Mayor's Commission on Diversity.

Fall 2003. Participated with my students in the Clinical Sociology class, in the Campus Depression exercise sponsored by the CSU Counseling Center.

Fall 2003 and Fall 2004. Advised the sociology club to collect and donate food & toiletries to the homeless shelters in Columbus area. Three groups benefited: Open Door Community House, Valley Rescue Mission and the Homeless Inc.

August 2002 – Present. Member of the American Association of University Women, Columbus Chapter, a voluntary non-profit organization that advocates for the empowerment of women and young girls. Participated in the fundraising drives to support the Girls Inc., and scholarships offered to 2 non-traditional female students at CSU in 2003 and 2004.

2000 – 2002. Member of the Board of Directors, Habitat for humanity, Fort Valley branch, Peach Country, Georgia.

2002 – 2003. Member of the Columbus High School Parents Association.

2002 – Present. Guest speaker on various issues of African culture and society, in two Columbus area churches (St. Thomas Episcopal Church and Unitarian Universalist Church)

2001 –2002. Consultant with the United Nations Commission on the Status of Women based in New York, sponsored by the National Organization of Ugandan Women. Worked on strategies to improve the economic and political empowerment of Third World women with special emphasis on Ugandan women.

2001 – Present. Co-founder and chair, Board of Directors for the North America Masaba Cultural Association (NAMCA), a U.S. based non-profit organization that currently serves as an educational resource for schools in

Mbale-Uganda, promotes Bamasaba cultural activities abroad, and serves as a resource base for locating medical and material support for victims of HIV/AIDS in Uganda:

<http://www.namca.us/>

### **Major Committees:**

Chair. Minority Affairs Advisory Committee. Columbus State University. Fall 2004

Chair. University System of Georgia Task Force for the Consortium African Studies Program. Summer 2004 to present

Chair. Board of Directors, North America Masaba Cultural Association. Spring 2003 to present.

Chair. Behavioral Sciences Committee, Alabama Academy of Science. Spring 2004 –2006  
(<http://www.alabamaacademyofscience.org/SECTION%20OFFICERS04-05.pdf>)

Board member. Georgia Chapter of the National Association for Multicultural Education. Fall 2003 to present. <http://ganame.colstate.edu/governance.htm>

Committee member. Diversity in Education Committee of the College of Education. Columbus State University. Fall 2003 to present.

Co-advisor. Southeast Model African Union. Columbus State university. Fall 2002 to present.

Council member. University System Africa Council of the University System of Georgia. 1997 to present.

Committee member. Women's Affairs Advisory Committee, Columbus State University. Fall 2004

Committee member. Diversity Committee on Diversity of the Rural Sociological Society. 2000-2001. <http://ruralsociology.org/annual-meeting/2001/Program.pdf>

Committee member. College of Science Dept. rep. Curriculum Review Committee, Columbus State University. Fall 2003 to present.

November 3, 2004. Interviewed by Fox News TV, for news on the Changing Social Perceptions of women's bodies. Aired Monday evening, November 8, 2004.

October 29th, 2004. Interviewed by editor, CSU Impact News Letter, for news about Bridge Builders, an educational initiative that I co-founded to address issues of race and ethnic relations on campus. The article will be published in the December issue.

Participant. Workshop on Learning Communities. One-day workshop at Georgia State University. Sponsored by the VP Academic Affairs, Columbus State University. Spring 2004

Co-developed brochure for the Certificate in African Studies, College of Science, Columbus State University. Fall 2003.

Developed brochure for the Consortium Certificate in African Studies, University System of Georgia. Summer 2004

Initiated the development of a Website for the African Studies program at CSU. Summer 2004.  
<http://cie.colstate.edu/africanstudies.htm>

Directed a summer program for the Consortium Certificate in African Studies, sponsored by the US Department of Education. Summer 2004.

Participant. WebCT workshop at Columbus State University. September 2004

Major Faculty Advisor, Sociology Club. Columbus State University. Fall 2003-2005.

Co-Advisor. Sociology majors. Columbus State University. Fall 2003 to present.

Faculty Advisor. African Student Organization. Fall 2003 to present

Co-founder, CSU "Bridge Builders-Study Circles" program. Fall 2003 to present.

Participant. Workshop on Study Abroad sponsored by the Board of Regents and the African Council at Macon State College. Fall 2003.

Participant. Workshop on Anger Management. One-day workshop sponsored by Columbus Regional Hospital. Fall 2003

Participant. Training Workshops on How to Infuse Technology/Multi-Media in the Classroom Teaching. Sponsored by Agricultural Research and Extension Program, Fort valley State University. Spring 2001

Participant. Course Assessment. Sponsored by Office of Academic Affairs. Fort valley State University. Spring 2001

Directed the Southeast Model African Union, sponsored by the Board of Regents and Fort valley State university. Fall 2000.

### **Professional Growth And Development:**

Student Mentoring/Research/Conferences (Selected list)

November 4-7, 2009 – Mentored the following students' participation in the Southeast Model African Union Conference, Mercer University, Macon, GA. Students presented resolutions on social, economic, political and security issues affecting the people of African in the context of globalization. Students (delegates) presented their resolutions through various technical committees and gained competence in knowledge about Africa, diplomacy and leadership skills: Faniel, Eric, Gwinn, Carmond, Hayes, Jalisa, Lavender, April, Mauck, Brittany, Preston, Angela, Sellers, Allison, Stevens, Kimberly, Stillwell, Leslie, Sudayi, Darius, Victor, Tandee, Williams, Vanessa, Willis, Porchia

Spring 2009 – Mentored 20 students in Service-Learning projects in Clinical Sociology. Students worked with service agencies in the local community, conducted Needs Assessments to evaluate social problems in the service industry, gained skills in writing reports, preparing portfolios and working in groups facilitated by peers and the help of a Writing Fellow.

McDonald, T. & Wakoko, F.S. (2008, April). To use or not to use: Survey of college student attitudes towards condom use and social health. Paper presented at CSU Student Colloquium, Columbus State University, Columbus, GA.

Edwards, T. & Wakoko F.S. (2006). Migration and poverty threshold among Mexican Families in Columbus. Paper presented at the CSU Student Colloquium, Columbus State University, Columbus, GA.

Henry, J. & Wakoko, F.S. (2005, March). The chosen people on sunday morning: Ethnic composition of Rivercity congregations. Paper presented at the symposium City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40th Annual Meeting of the Southern Anthropological Society, Chattanooga, TN.

Rex, A. & Wakoko, F.S. (2005, March). Competing in peaches: Growers, managers and labor transformation. Paper presented at the symposium City and Country: Ethnographic Studies of Social Change in Southern Georgia, 40<sup>th</sup> Annual Meeting of the Southern Anthropological Society, Chattanooga, TN

Rex, A. , Ragan, S. , & Wakoko, F. S. (2005, April). Farm practices, Migrant workers and gender roles: An ethnographic study of peach farming in middle Georgia. Paper presented at the 82nd Annual Meeting of the Alabama Academy of Science, Birmingham Southern College, Birmingham, Alabama.

Rex, A. & Wakoko, F.S. (2005, March). Competing in peaches: Evaluation of gender differences among growers, managers, and labor transformation. Paper presented at the August 2004. Presented a paper at the Rural Sociological Society Conference. Sacramento, California.

Paper presented at the Southern Anthropological Association conference in Baton Rouge, Louisiana. "Social Problems in River City part I". Prepared by Nandy Bhatt under joint supervision of Dr. Florence Wakoko and Dr. John Studstill. March 2003.

Paper presented at the Southern Anthropological Association conference in Atlanta, Georgia. "Social Problems in River City part II" Prepared by Namina Graggas under joint supervision of Florence Wakoko and John Studstill. March 2003.

Reviewer. Minority Graduate Students scholarship applications for Agricultural and Rural Studies at Ohio State University. Fall 2000 to Spring 2002.

CSU Leading in New USG Consortium African Studies Vol 3 Number 9  
[http://www.colstate.edu/impact/pdf/Sept\\_Impact\\_04.pdf](http://www.colstate.edu/impact/pdf/Sept_Impact_04.pdf)

## **PROFESSIONAL ACTIVITIES:**

### **Publications**

Ph.D. dissertation – The Ohio Link:  
[http://etd.ohiolink.edu/view.cgi?acc\\_num=osu1064325172](http://etd.ohiolink.edu/view.cgi?acc_num=osu1064325172)

M.A. thesis

Wakoko, F. and Lobao, L. 1997. "Reconceptualizing Gender and Reconstructing Social Life: Ugandan

Women and the Path to National Development." *Africa Today*, 43, 3:307-322.

<http://www.gwsafrica.org/knowledge/bibliography/pt6.htm>

Newspaper article on "CSU Leading in New USG Consortium African Studies Vol. 3 Number 9. [http://www.colstate.edu/impact/pdf/Sept\\_Impact\\_04.pdf](http://www.colstate.edu/impact/pdf/Sept_Impact_04.pdf)

### **Papers Read at Conferences/Meetings:**

Florence Wakoko, Elizabeth Wurz, Bonita Williams, [Nurturing a Write-to-Learn Initiative across the Disciplines](http://academics.georgiasouthern.edu/ijsotl/conference/proceedings/2009/papers.htm) [pr-1], The Conference for Scholarship of Teaching and Learning (SoTL), Georgia Southern University, Ga. March 11-13, 2009.  
<http://academics.georgiasouthern.edu/ijsotl/conference/proceedings/2009/papers.htm>

Florence Wakoko, Millenium Development Goals and Girl-Child Education in Africa: Challenges and Prospects, paper presented at the Annual Global Conference on MDGs, St. Phillips Cathedral, Atlanta, GA., November for the Episcopal, November 14, 2009.

"Determinants of Women's Empowerment in Rural Households: Gender and Microfinance Use in Uganda. " Presented at the 67th Rural Sociological Society Annual Meeting. Sacramento, CA August 2004.

"The Relevance or, Irrelevance of Marx's Philosophy for Women in Post-Modern Societies."  
Presented at the Unitarian Universalist Church. May 2004.

"A Socioeconomic Study of Micro-Credit and Women's Empowerment in Uganda." Presented at the Annual Schwab Library Faculty Research Forum. Columbus State University. April 6-12, 2003. Simon Schwab Memorial Library Newsletter. Vol. 6, Number 1.  
[http://library.colstate.edu/info/simon\\_April03.pdf](http://library.colstate.edu/info/simon_April03.pdf)

"Women, Economics and Empowerment in Uganda. Southern Anthropological Society."  
Ashville, North Carolina. 2002 April

"Global Restructuring and Policy Change: Assessing the Implications for Household-Gender Dynamics in Two Rural Regions of Uganda." Presentations at the 63rd Annual Rural Sociological Society Conference, Washington, D.C., Aug. 2000, 13-17.  
(<http://www.osu.edu/oncampus/v30n11/recognitions.html>)

# Part-Time Faculty Curricula Vitae

## RESUME

Craig S. Lenhard  
*H (706) 568-3257 C (706) 888-8398*  
craig.lenhard@gmail.com

### Education History - Formal

**MS** - 1972, VPI & SU (VA TECH), Blacksburg, VA. Sociology, Thesis required.

**BA** - 1969, Auburn University, Sociology with a minor in Economics

Awarded **Fulbright-Hayes** to travel throughout **mainland China** in summer, 1997 to review Chinese social and political change, economic development and modernization.

Extensive contacts made with several Chinese universities and officials in the US Embassy in Beijing.

### Education History – Professional

Graduate, the *Economic Development Institute*, University of Oklahoma, extensive four-year program requiring a thesis.

Graduate, *Institutes for Organizational Management*, US Chamber of Commerce, University of Georgia, (Six-Year Program.)

### Academic Publications

*"Using Assessment for Value Added Marketing of Educational Technology: A Case Study,"* Robert A. Fleck, Jr., Columbus State University, Sandra M. Hortman, Columbus State University, and Craig Lenhard, Columbus State University. Allied Academies National Conference, 1999.

*"The Business Against Drugs Program: A B.A.D. Case of Substance Abuse in the Workplace,"* with Lenhard, Craig, Bradshaw, C., and Shirley, B. Proceedings of the International Academy for Case Studies, October 1995.

*"Estimating the value of Tourism in a Local Area,"* Daniels, Michael J., Elsie R. Arno, Craig Lenhard, and Charles Aiken, presented at the 1997 meetings of the Southwestern Society of Economists.

### Recent Teaching Experience -

Columbus State University, Department of Psychology and Sociology

**Spring 2010 2 Sections of Sociology1101- Introduction to Sociology**

Chattahoochee Valley Community College, Department of Sciences

**Spring 2010 3 Sections of Sociology200 (1 section online)- Introduction to Sociology**

### Professional Experience

**2002 - Present:**

*Adjunct Faculty* Columbus State University, Department of Psychology and Sociology: Introduction to Sociology, Theory, and Sociology of Terrorism

*Adjunct Faculty* Chattahoochee Valley Community College: **Introduction to Sociology**

*Adjunct Faculty* Columbus Technical College, General Education Division: Introduction to Psychology and Introduction to Sociology

**1995 - Jan. 2002**

**Project Director, Division of Continuing and Regional Educational Services,** Columbus State University. Responsibilities include the development of a regional economic development outreach program; development and management of the Division's Webpages; and, marketing needs assessment and evaluation.

Director, Office of Community and Business Resources (OCBR), Columbus State University. Development of web pages for department; extensive experience using MBA students and interns while doing community analysis.



Adjunct Faculty: Abbott Turner College of Business: Marketing Principles, Human Resource Management, Marketing Research, Principles of Management, an ICAPP Management short course, and the CSU College Success course.

**1988-1995:**

Vice President, Research & Commercial Development, the Greater Columbus Georgia Chamber of Commerce. Responsibilities included community analysis, economic trend analysis, and recruitment of commercial establishments, grant writing and support of economic development activity as a research specialist. Responsibilities included strategic planning, including the development and control of departmental budget exceeding \$100,000 per year.

**1984-1988:**

Evening Instructor, Shelton State Community College, Tuscaloosa, Alabama: Introduction to Sociology, Social Problems; Marriage and the Family.

President, Creative Solutions

Tuscaloosa, Alabama: A full-range new product development and marketing research consulting company.

**1980-1984:**

Vice President, Research and Tourism, Bessemer Alabama Chamber of Commerce  
General Manager, the Greater Tuscaloosa Alabama Chamber of Commerce

**Grants, Funded Research and CSU Outreach**

*Tuscaloosa County Industrial Location Analysis*, 1981, \$10,000

*The Economic Development Research Project*, 1982-83, \$76,000

*The Muscogee County Labor Market Research Grant*, 1989, \$47,000. Completed with National honors.

*The Development of a Tourism Impact Model*, 1996, \$8,000.

*Regional Advanced Telecommunications Grant* \$20,000.

*Economic Development Region 5 "Cross-Match" Project*, 1997, \$57,700.

*Monthly Business Indicators* for the Chamber of Commerce and development and upkeep of a related web site

(Minimum value: \$12,000 annually.)

Secured: *Regional Labor Needs Analysis* with the Chamber of Commerce and Columbus Technical College. Total Grant: \$60,000; CSU share \$18,000.

Additional grants & projects: a study for HUD (\$8,000); Wage & Compensation Analysis for a Chapter 13 Bankruptcy Court; Data Analysis for Ft. Benning (\$1,000), Callaway Gardens (\$7,000), US Steel Detailers (OSHA) (\$5,000), various Columbus

Convention and Visitor's Bureau event impact studies, annual Wage and Benefit Surveys for the Chamber of Commerce.

### **Additional Experience**

Management Development and Training for the Department of Mental Health, State of Alabama.

### **Computer Skills and Competencies**

Demographic and labor market analysis; Community and Economic Development Analysis; and Focus Group Analysis.

The Internet and search engine analysis, web page content and planning, HTML authoring and hosting. Use of Windows Vista, Excel, PowerPoint, Access.

Several web-related and graphics software programs including Adobe Photoshop and related plug-ins; FrontPage 2000; graphic animation software and streaming media applications; Macromedia Dreamweaver; IBM AS400 server experience relating to the hosting of an economic development web site.

### **Areas of Academic Interest**

Applied Social Research and Internship Experiences; Qualitative Analysis/Focus groups; NarcoTerrorism and Mexican Issues; Competitive Analysis and national security, Community Analysis; Labor Force Development Analysis; Training and Development; Economic Development in Emerging Markets, Marketing Research, Innovation/New Product Development; eCommerce; Training via the Internet.

**Thomas Dailey**

**8072 Garrett Pines Dr.**

**Midland, GA 31820**

**Phone: (334) 444-8289**

**Email: daileta@yahoo.com**

### **AREAS OF SPECIALIZATION**

- Human-Computer Interaction (esp. cyborg theory, internet studies, virtual reality, online communities, globalization)
- Criminal Theory (esp. functionalism, interactionism, Marxism)

### **AREAS OF COMPETENCE**

- Sociology
- Social Psychology

- Criminology
- Statistics
- Computer Science

## **EDUCATION**

**Auburn University**, Auburn, Alabama

- M.A. Sociology, December 2007
- B.A. Criminology, June 2001

## **MAJOR PAPER**

- *Cyborgs, Sex, and Cyberspace*
- The blending of the human-technology continues as humans become cyborgs that are not only physically dependant on technology, but socially dependant as well. This paper explores how humans become social cyborgs, relying on technology to assist in social activities, particularly for sexual exploration and pairing that might not otherwise be possible.
- Committee: Dr. Joseph Molnar (Chair), Dr. Raj P Mohan, Dr. Lemuel Conner Bailey

## **HONORS AND AWARDS**

- Best Graduate Paper Award, Alabama-Mississippi Sociological Association, Auburn, AL, 2003

## **TEACHING EXPERIENCE**

**Instructor/Lecturer** (designed and taught classes independently), Chattahoochee Valley Community College, 2003-04

- Introduction to Sociology

**Instructor/Lecturer** (designed and taught classes independently), Auburn University, 2004

- Sociology Global Perspective

**Lab Instructor**, Auburn University, 2003-04

- Statistics for Social and Behavior Sciences (SPSS, JMP)

**Graduate Teaching Assistant**, Auburn University, 2002-03

- Sociology Global Perspective
- Introduction to Anthropology

## **PAPERS PRESENTED**

Dailey, T.A. and Davies, A.K. (November 2003). When the Bough Breaks: Multiple-Victim Domestic Homicide Within a Familial Setting. Paper presented at the meeting of the American Society of Criminology, Denver, Colorado.

Dailey, T.A. (February 2003). A Critical History of Social Class. Paper presented at the meeting of the Alabama-Mississippi Sociological Association, Auburn, Alabama.

## **PROFESSIONAL MEMBERSHIPS**

- Alabama-Mississippi Sociological Association
- Southern Sociological Society
- American Society of Criminology
- Phi Kappa Phi

## **PERSONAL INFORMATION**

- Birth date: June 4th, 1979
- Citizenship: USA
- Martial Status: Married

## **OTHER UNIVERSITY WORK EXPERIENCE**

**Web Developer/Designer**, Columbus State University, Columbus, Georgia, 2009-present.

- Designed and developed university websites, assisted faculty and staff in the development and maintenance of department sites, and explored new potential web based products to improve efficiency of the university's websites.

**Information Technologist**, Auburn University, Auburn, Alabama, 2002-04.

- Analyzed and repaired computer and media hardware located in the technology enhanced classrooms, computer labs, and faculty offices. Supported operation system and software issues and assisted faculty and students in the use of university computer systems.

## **GRADUATE COURSES AND SEMINARS (\*audited course)**

*Criminology and Criminal Justice*

- Courts and Judicial Administration
- Sociology of Criminal Law
- Crime Data I
- Crime Data II
- Crime And Justice In America\*
- Special Topics in Criminal Justice: Computer Crimes

*Sociology*

- Advanced Sociological Theory
- Methods Of Social Research
- Statistical Analysis of Survey Data
- Independent Study: Human Sexuality
- Sexual Deviance

*Other*

- Public Administration and Policy Making
- Special Topics In Anthropology: Arctic Expeditions
- Mentoring In The Classroom

**REFERENCES**

Available on request

## Linda N. Bass, LCSW

3314 Junaluska Drive  
Columbus, GA 31907

(706) 565-0446  
e-mail: [lnabass@yahoo.com](mailto:lnabass@yahoo.com)

### Professional Experience

**School Social Worker, Muscogee County School District, Columbus, GA, 2003-current**

- Delivers social services to children and families to mitigate educational barriers
- Assists all components of the educational process, including serving troubled students
- Files and prosecutes cases of truancy when attendance interventions are unsuccessful

**Part Time Instructor, Columbus State University, Columbus, GA, Fall Semester, 2004**

- Department of Psychology and Sociology: *Introduction to Social Work and Social Welfare*

**Child Therapist, Turning Point Hospital, Moultrie, GA, 07/02-10/02**

- Consulted with Head Start teachers to plan effective classroom management techniques
- Completed classroom observations and comprehensive family assessments
- Collaborated with teachers and parents to coordinate interventions with children

**Social Worker/Counselor, The Family Center, Inc., Columbus, GA, 1999-2002**

- Provided counseling services and crisis interventions to individuals, couples, and families
- Designed, implemented, and supervised a domestic violence program for male perpetrators
- Completed independent, step-parent, and relative adoption studies; trained other counselors
- Conducted critical incident stress de-briefing with officers from local safety departments
- Provided psycho-educational programs and in-service training for various groups

**Independent Adoption Agent (PT), Hall County Superior Court, Gainesville, GA, 1993-1998**

- Completed independent, step-parent, and relative adoption studies
- Collaborated with judges to develop policies and procedures for independent agents

**Community Service Coordinator, J. I. S. Probation, Inc., Gainesville, GA, 1992-1994**

- Researched, designed, and directed community service for private probation company
- Developed resources, coordinated placements, and provided supervision of probationers
- Co-facilitated domestic violence psycho-educational groups for male perpetrators
- Developed and implemented voluntary program for domestic violence victims

**Family Counselor (PT), Challenged Child, Inc., Gainesville, GA, 1989-1990**

- Provided supportive services to families of developmentally delayed pre-school children

**Social Services Specialist I, Caseworker Principal, Caseworker Senior, Hall County Department of Family and Children Services, Gainesville, GA, 1985-1988**

- Supervised foster parent program (55-64 homes), recruited and trained foster parents
- Assigned foster home placements for children as needed, during and after office hours
- Advocated for foster parents within agency, in the community, and on a state level
- Completed independent, step-parent, relative, and agency foster parent adoption studies
- Researched, developed and implemented comprehensive parenting skills program
- Supervised general services unit during six month interim period

**Caseworker Senior, Caseworker, Barrow County (Winder, GA) & Muscogee County (Columbus, GA) Department of Family and Children Services, 1980-1985**

- Completed AFDC and food stamp re-determinations and interim changes: rotated intake
- Maintained district caseload of 325-350 separate cases within the standard of promptness

## Linda N. Bass, LCSW

### Education

Master of Social Work (M. S. W.), University of Georgia, Athens, GA, May 1999

- Concentration: Family Centered Practice. 3.85 GPA
- Marriage and Family Therapy Certificate

Bachelor of Social Work (B. S. W.), University of Georgia, Athens, GA, March 1998

- Graduated Cum Laude

### Certifications and Specialized Training

Clinical Social Worker, License No. CSW003157

School Social Work (p-12), clear renewable certificate, effective 07/01/2001-06/30/2011

- Legal and Ethical Issues in School Counseling
- Testifying in Court
- Strengthening Multi-Ethnic Families and Communities
- Understanding and Treating Eating Disorders
- Violence: At Home, In the Workplace, At School, In the Streets
- Cognitive-Behavioral Approaches to Treating PTSD
- Addiction Counseling and Cultural Competencies
- Citizens Law Enforcement Academy (Columbus, GA)
- GA Commission on Family Violence Annual Conference: 09/1999-current
- Creating a Process of Change for Men Who Batter, Duluth Model, Certified as Facilitator

Additional continuing education workshops and professional training, including annual *GA NASW* conferences

### Presentations and Group Facilitations

- Suicide Prevention Co-presenter: MCSD High School Peer Helpers Conference
- Domestic Violence and its Impact on Children Presenter: Public Forum in Columbus, Ga.
- Attendance Protocol for Principals and Administrators Presenter: Muscogee County School District
- Mental Wellness; Domestic Violence; Child Abuse Presenter: Head Start teachers and administrative staff
- Batterers Intervention Program Facilitator: domestic violence male perpetrators
- Domestic Violence Presenter: Georgia Association of Solicitors-General Spring Conference
- Domestic Violence Intervention Co-presenter: State Court Judges Fall Seminar
- Parenting Skills Training Facilitator: protective services clients, ten week program
- Model Approach to Partnership in Parenting (MAPP) Trainer: new foster and adoptive parents
- Fostering Discipline Presenter: Georgia foster parents, mandatory training on discipline policy
- A.I.D.S. Training Presenter: DFACS staff, foster and adoptive parents in 13-county region

Additional in-service training for professional staff, foster and adoptive parents, and community groups

### Organizational Memberships

- Court Appointed Special Advocates (CASA, Columbus, Ga.), Board Member
- Hope Harbour, Battered Women's Shelter (Columbus, Ga.), Board Member
- National Association of Social Workers, Ga. Chapter; School Social Work Specialty Practice Member
- School Social Workers Association of Ga.
- Georgia Domestic Violence Fatality Review Project, Committee Participant
- Domestic Violence Roundtable, Inc. (Columbus, Ga.), Task Force Member; Chairperson 2001-2002

### Honors

- "Collaboration Works" Distinguished Service Award, MCSD Psychological services
- "Employee of the Year", The Family Center (Columbus, Ga.)
- "Georgia Caseworker of the Year", Georgia Foster Parents' Association
- "Hall County Caseworker of the Year", Hall County Foster Parents' Association

### Strengths

- Skilled and dedicated professional, experienced administrator; excellent verbal and written skills
- Innovative, organized, and efficient; able to figure out what needs to be done, and find a way to do it