

College: College of Liberal Arts

Department: Sociology & Anthropology

Academic Programs Reviewed

Program 1. Sociology - BA

Program 2. Anthropology - BA

Program Review Committee

Committee member 1. Jacqueline Bergdahl; Associate Professor Sociology and Director of ABS Program

Committee member 2. Chigon Kim; Associate Professor of Sociology

Committee member 3. Geoffrey Owens; Associate Professor of Anthropology

Submitted January 15, 2015

Department Chair,     \_\_Tracey Steele\_\_\_\_\_

Dean,                     \_\_Kristin Sobolik\_\_\_\_\_

# Program 1. Sociology

## Enrollment and Graduate History Data in PED

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	186	179	141	104	123
Graduates	25	24	36	21	34

### Program description

The Bachelor of Arts program in Sociology trains students to observe and analyze social interactions, predict likely outcomes, and determine how we can develop programs for the good of individuals and society. To help prepare for future work and service, sociology majors are required to take classes in sociological theory, data analysis, and research methodology. Students are also required to complete structured electives in the sub-fields of social psychology, social organization, and social inequality. Each of these upper-level courses is designed to develop student's writing and critical thinking skills. Eighteen additional hours of program electives round out these curricular requirements allowing students the ability to pursue more specialized substantive and occupational interests in areas such as criminology and medical sociology.

Sociology offers a popular writing-intensive introductory sociology course in the WSU Core and also provides a host of classes that support the very successful interdisciplinary Crime and Justice Studies major. In addition to the B.A., the program offers a minor in sociology as well as departmental honors. Its faculty also populate the Applied Behavioral Science M.A. program which is housed within the department.

Sociology graduates develop many skills desired by employers, such as the ability to conduct research, critical thinking, and writing. These skills, combined with a knowledge base of sociology that promotes tolerance, multicultural awareness, and understanding of group dynamics help prepare students for a wide range of graduate studies and careers.

### Alignment with university mission, strategic plan

*The mission of the Department of Sociology is to provide a high quality baccalaureate program in Sociology that exposes our students to the theoretical background of the discipline, trains them in its methodology, acquaints them with the variety of its substantive content, and prepares them to advance upon graduation to either graduate schools or positions in government, social services, non-profits, or business/industry. Quality teaching is reinforced by the participation of faculty in the advancement of sociological knowledge and service to the University and the profession*

### Alignment with University Mission

The undergraduate Sociology program supports the mission of Wright State by embracing a transformative curriculum. Through completion of our required coursework (i.e. theory, methods, social organization, social psychology, social inequality), students hone critical thinking skills, gain an understanding of social processes at the individual, group, and societal levels, develop an appreciation of the challenges and benefits of human diversity, and foster data gathering and utilization skills. These critical skills enable our graduates to develop professionally, intellectually and personally.

## Alignment with the University Strategic Plan

The Sociology program has successfully aligned itself with the goals outlined in the University's 'Relentless' Strategic Plan (2008-2013). The first goal of Relentless aims to:

*Enhance our distinctive learning experience to produce talented graduates with the knowledge and skills essential for critical thinking, meaningful civic engagement, international competency, an appreciation for the arts, lifelong learning and the ability to lead and adapt in a rapidly changing world.*

Sociology steeps students in a curriculum heavily invested in critical thinking and empirical inquiry. As evidenced by assessment data gathered from senior focus groups, senior exit surveys and alumni surveys, graduates of the sociology program leave our program with the knowledge and skills essential to critical thinking.

In addition to critical thinking, the curriculum seeks to produce well-rounded students with marketable skills and meaningful civic engagement. The Sociology internship program is one of the strongest in the college and offers students experiences at a wide array of local, county, state, non-profit, and federal agencies. The program also encourages students to engage in study abroad experiences and is working to create a service-learning course on youth, race, and crime as a regular course offering within the department. The Sociology faculty have also added greater international focus to the curriculum with new course offerings which include Immigration, Gender & Sexuality – Global Issues, and Comparative Criminology.

The second goal of 'Relentless' seeks to:

*Enhance student access to and successful participation in higher education through quality and innovative instruction....that increase graduation and career placement for a diverse student body.*

Sociology faculty have historically been quite attentive to matters of *quality and innovative instruction*. Nonetheless, the 2012 semester transition provided a rare opportunity to engage in heightened curricular evaluation and revision. During this time, sociology offerings were augmented with courses that extended the curricular impact of the major in directions consistent with student demand, occupational opportunities, and areas of growth within the profession. The department created or made permanent classes in many sub-areas including criminology/criminal justice (e.g., Gender & Crime, Victimology); medical sociology (e.g., Health of Vulnerable Populations; Sex, Drugs, HIV); methodology (e.g., Qualitative Methods, Applications of Research Methods); social organization (e.g., Immigration); and inequality (e.g., Gender & Sexuality - Global Issues; Race, Work & Family; Aging and HIV). Attention to quality and innovative instruction have produced sociology graduates who are a very diverse group who go on to pursue graduate degrees, start businesses and non-profit organizations and work for local, county, state and federal organizations.

The third goal of *Relentless* is to:

*Expand our scholarship in innovative and targeted ways to address regional, national and global needs.*

Sociology faculty have participated in innovative research projects and produced impactful publications on a wide variety of issues at regional, national, and global levels. These research activities include (but are not limited to):

- (Small) - aging and HIV; health vulnerability; and HIV in Ghana
- (Durr) - sex, drugs, and HIV; challenges of the affordable care act for African Americans
- (Bergdahl) - ethical eating; online gambling; sex differences in fatal vehicle crashes
- (Kim) - the economic value of bilingualism; teen court evaluation
- (Lahm) - inmate violence and self harm; education and inmate misconduct
- (Norris) - juvenile offender gardening project; driving attitudes and victimization
- (Orenstein) - sociological theory
- (Steele) - gender and false rape claims; correctional officers and inmate sexuality
- (Weinzimmer) - motherhood and intimate partner violence; homeland conflict and identity

### **Program distinctiveness**

Two opportunities for students that make the Sociology program distinctive are Sociology Internships and the Dayton Dialogue on Race which is embedded in the Sociology of Race & Ethnicity course. Participation in the dialogues is offered by two of the three instructors who regularly teach the Race and Ethnicity class.

Internships – The Sociology program has a dedicated Internship Coordinator who oversees internship placement and builds and maintains relationships with community partners. The department offers 30-50 internships each academic year. Student interns participate in a semester-long supervised field experience in various governmental (e.g., police departments, corrections) and non-governmental (e.g., non-profit sectors) organizations at local, county, regional, state, and/or federal levels. Internships require weekly activity progress reports, the submission of career/learning outcomes with performance indicators, an annotated bibliography relevant to the field experience, and a paper synthesizing readings and field experience with stated outcomes.

Dayton Dialogue on Race - Students enrolled in *SOC 3620 – Race and Ethnicity* taught by Drs. Bergdahl and Weinzimmer participate in a community-based program titled the *Dayton Area Dialogue on Race Relations*. Dr. Weinzimmer has modified the materials utilized by that program for campus use. In addition, she has worked to bring facilitator training to the WSU campus. These trained facilitators (faculty, staff and students) work in pairs to facilitate six student dialogue groups. The groups are designed to foster genuine and pointed conversations about race and race relations in a safe environment. The dialogues allow students to apply the knowledge they acquire in the class about race and ethnicity to their own personal relationships with other students, faculty and staff.

### **Recognitions of quality of the program**

The number of community partners for Sociology internships has continued to grow and these interns are in high demand at many local agencies. In recent years, several students have even obtained full-time employment with their community partners after completion of their internship. Alumni surveys, feedback from former interns, and internship partners also point to the Sociology internship as a singularly significant, high quality, student experience.

Dr. Julianne Weinzimmer was awarded the 2014 Faculty Diversity Advocate Award by the Division of Multicultural Affairs and Community Engagement in part for bringing the Dayton Area Dialogue on Race Relations to campus. Part of the award reads: "Dr. Weinzimmer's work helps to promote access and success for those historically underserved by higher education in helping to create a more equitable society in which we can achieve inclusive excellence. Her efforts help the university achieve its vision "to be known and admired for our inclusive culture that respects the unique value of our students, faculty, staff, and alumni."

### **Program learning outcomes**

Sociology utilizes three sets of learning outcomes to assess student learning. They are:

1. Substantive Content and Skill Set of Sociology Program

By the time they graduate, students will demonstrate knowledge of:

- (a) the major social institutions (family, education, moral order, political and economic orders)
- (b) the socialization process (social psychology)
- (c) the role individuals play within organizations such as work, community, political and urban areas and change within these organizations (social organizations)
- (d) the theoretical formulations that serve as the foundation of the major (classical and contemporary theory)
- (e) basic fundamentals of social statistics and methodology
- (f) elective courses in substantive areas, such as social inequality and criminal justice.

2. Social Science Skill Set

By the time they graduate, students will demonstrate competence in the following set of skills related to the major:

- (a) Human relations skills, including working with others in groups, making decisions for organizations and supervising others
- (b) Analytical skills, including the ability to evaluate solutions for urban social problems
- (c) Communication skills, including writing formal reports and speaking in front of groups
- (d) Ethical and moral awareness skills, including the honest portrayal of data

3. Critical Thinking Skill Set and Life-Long Learning Orientation

By the time they graduate, students will be able to produce a portfolio of their research method's project thus demonstrating:

- (a) Critical Thinking Skill Set
  - 1) critical understanding of a theoretical model
  - 2) critical evaluation and testing of a theoretical model
  - 3) development of social policy to provide solutions to a unique problem

- (e.g., poverty in urban cities)
- (b) Life-Long Learning Orientation
- 1) alumni survey questions relating to orientation (e.g., books read, keeping abreast of socio-economic-political news)

### **Description of learning outcomes assessment program**

In order to assess each learning outcome, the department uses several measures:

- a. Senior exit focus groups (Measures 1, 2)
- b. Alumni surveys sent out every fourth year to graduating seniors (Measures 1, 2)
- c. Senior portfolios: the portfolio includes: (1) an internet assignment paper (from SOC 2010); (2) a research methods paper (from SOC 3410); (3) a paper from at least one substantive class; (4) cumulative G.P.A.; (5) examination grades in classical and contemporary theory courses and (6) reports or evaluations from internships, simulations or service learning projects. (Measures 1, 2, 3)
- d. The number of letters of recommendation for graduate school written by faculty
- e. Analysis using a rubric of randomly selected SOC 3410 Introduction to Research Methods student proposals
- f. Analysis using a rubric of randomly selected SOC 3400 Sociological Analysis homework or examination problems completed by students

### **Summary of assessment findings for past five years**

Senior exit surveys have historically had low response rates, but return rates have improved in recent years. The department is currently considering surveying all Sociology majors to get an even better response rate. The alumni survey conducted during this period indicates that former sociology students are largely satisfied with the knowledge and competencies gained from the Sociology B.A. Focus group participants have also been very few in number and the questions that have been used are not well-aligned with the assessment plan. If focus groups are continued as an assessment tool, questions will be re-aligned and greater incentives for participation will likely be offered. Direct measures of student learning were first used in the 2012-13 assessment utilizing final papers from SOC 3410 (research methods). These findings indicated that, on average, 92% of the papers 'met' or 'somewhat met' assessment criteria. More direct measures are planned for future assessment efforts. The assessment plan for the department will be revised for the 2015-2016 academic year to streamline the assessment process and make the findings more relevant to the department's mission.

### **Major curricular changes since last review (or past five years)**

The most important curricular change since the last program review was the conversion from quarter to semester academic terms. Faculty used this opportunity to revisit the Sociology curriculum, renumber courses to conform to the American Sociological Association (ASA) subject groupings, create new courses to fill curricular gaps, expand upon areas of student interest, align with substantive and

occupational growth areas, and to convert some special topics courses that were regularly offered to permanent courses.

Regularly offered special topic courses converted to permanent courses included: Comparative Criminal Justice (SOC 3710), Gender and Crime (SOC 4610), and Elite Crime in Cinema (SOC 4620).

Newly developed courses included: The Sociological Imagination (SOC 4000); Political Anthropology (SOC 4100); Sociology of Immigration (SOC 4300); Qualitative Methods (SOC 4400); Ethnographic Methods (SOC 4420); Race, Ethnicity, Work and Family (SOC 4630); Gender and Sexuality: Global Issues (SOC 4640); Victimology (SOC 4710); Aging and HIV (SOC 4800); Health of Vulnerable Populations (SOC 4810) and Sex, Drugs and HIV (SOC 4830).

### **Graduate placement data, employer satisfaction**

From the alumni survey conducted in 2011, 67.6% of former student respondents were working full-time, 24.3% were employed by federal, state, county or city governments, 19% were educators and 24.3% worked in the private sector. Fifty-four percent of full-time workers said that their job was related to their sociology education. The median income was \$35,000-\$49,000 and half had held their current job for eight years. Sixty-two percent had since completed a graduate degree. No employer satisfaction information was collected during this period.

### **If program has professional accreditation, attach most recent review findings and recommendations**

N/A

## **Program 2. Anthropology**

### **Enrollment and Graduate History**

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	67	70	62	55	62
Graduates	12	8	13	9	6

### **Program description**

The holistic approach of Anthropology trains students to recognize and understand the interconnected nature of a variety of subjects, and equips them with the tools needed to critically evaluate the world around them. Courses in anthropology teach students how to communicate and collaborate in a multitude of situations allowing them to flourish in new cultural environments and social contexts. Additionally, few fields cover the depth of time found in anthropology- from the dawn of humankind to the development of major civilizations and contemporary lifeways. This unique perspective gives students a window into how contemporary problems (such as international political conflict,

environmental degradation or disease prevalence and etiology) can be solved using the information recorded across human (pre)history.

Curricular requirements for a B.A. in Anthropology include courses in anthropological theory and methodology. In addition, students complete two classes in each of three subfields (Cultural Anthropology, Biological Anthropology, and Archaeology) and twelve hours of anthropology electives. Anthropology faculty also contribute classes to the WSU Core through regularly offered Regional and Comparative Studies courses. Additionally, these regional and comparative courses help students to fulfill multicultural competency requirements in the Core.

### **Alignment with university mission, strategic plan**

*The mission of the Department of Anthropology is to provide a high quality baccalaureate program in Anthropology that exposes our students to the subfields of cultural anthropology, biological anthropology and archaeology and prepares them to advance upon graduation to either graduate schools or positions in government, social services, non-profits, or business/industry. Quality teaching is reinforced by the participation of faculty in the advancement of anthropological knowledge and service to the University and the profession*

#### **Alignment with University Mission**

Led by a team of scholars experienced in cutting-edge research in the three critical subfields of anthropology, the Anthropology Program utilizes this store of experiential knowledge to provide students with a thorough grounding in the discipline, to teach students the scientific approach to the study of humanity, and to be able to express their findings through research writing. These critical skills enable our graduates to develop professionally, intellectually and personally.

#### **Alignment with the University Strategic Plan**

The Anthropology program is currently enhancing its quality and program distinctiveness by offering an ever wider variety of courses to students, improving academic advising and fine tuning assessments that will lead to growth in enrollment and retention, and better position graduates to meet their career needs. The faculty engage in cutting-edge research that not only has received national recognition within the discipline, but has also led to partnerships with other regional, national and international institutions.

### **Program distinctiveness**

The anthropology program is among the few that spans the humanities, social sciences and natural sciences. Our Introduction to Biological anthropology course currently serves as both an introduction to the subfield, as well as a university core science course. The centerpiece of undergraduate training in anthropology has been an ongoing offering of hands-on training in archaeology through a summer field school in excavation and analysis at the historical site at Fort Ancient. Students receive training in ethnographic fieldwork methods through courses in ethnographic method and African oral traditions. And the newest offering enables students to become familiar with museum studies and conservatorship.

## **Recognitions of quality of the program**

N/A

## **Program learning outcomes**

1. Students will gain an awareness of scientific principles grounding the study of human origins, human biological diversity and adaptive behavior, and the importance of a biocultural approach to such studies.
2. Students will acquire skills detecting archaeological sites and features, and effectively assess material remains and their contexts to infer the lifeways of past peoples.
3. Students will acquire the tools with which to evaluate and discern the locally-specific but increasingly globalized cultural contexts in which peoples of the world currently interact.
4. Students will develop strong critical thinking skills through writing coherent, properly documented and substantive research papers and reports.

## **Description of learning outcomes assessment program**

On an annual basis, the anthropology curriculum will measure the degree to which students have achieved the above learning outcomes through a combination of select evaluation of marker questions and a review of a random sample of papers submitted in intensive writing (IW) courses. The program will also conduct surveys of anthropology majors and from these extract data for graduating seniors. We will compare the data to the benchmarks set in our assessment plan, and subsequently meet to decide recommendations for improvements to the program as needed. Information about the outcomes and the results of assessments will be reported to the Department of Sociology and Anthropology, to Deans, Provosts and other institutional administrators collecting such data, and to accrediting bodies, as requested.

## **Summary of assessment findings for past five years**

Marker questions in *Introduction to Archaeology* courses from 2009-2013 indicated that 75-85% of students mastered basic elements of archaeology, including distinguishing absolute from relative dating methods, identifying transformation processes at archaeological sites, describing diagnostic artifacts/traits of sites, and recognizing what constitutes damage to archaeological sites. Marker questions in the *Introduction to Biological Anthropology* course indicated that 80% of students were familiar with Darwin's contribution to evolution, the nature of the Piltdown Hoax, gene frequencies and what factor(s) affect them in a population, the nature of DNA, and the general trends in human evolution concerning cranial capacity.

The evaluation of a random selection of research essays for *Comparative Non-Western Cultures* indicate that 90% of students were able to identify and use scholarly (peer reviewed) books and articles, write research papers that had a clear setting and focus consistent with the locally-specific nature of anthropological study, and present their ideas in clear standard written English. About 70% of students

were able to develop an original thesis that distinguished their position on an issue from those of the authors of their source material, and present evidence to support that thesis.

**Major curricular changes since last review (or past five years)**

Since the last program review the entire anthropology curriculum was redesigned for semester conversion, with numerous new upper-level course offerings created in each of the three major subfields. In addition, the anthropology major was redesigned to include a methods requirement. Concomitantly, a variety of new course offerings were added to allow students to fulfill that requirement. Another significant improvement was the restructuring of the introductory biological anthropology class. This course was redesigned as a full-fledged lecture and lab based course to conform with required parameters for designation as a General Education (WSU Core) science class. A final significant modification was the creation and implementation of a special course in non-Western cultures which was specifically designed to meet the needs of Nursing Majors.

**Graduate placement data, employer satisfaction**

A combination of senior exit surveys and self-reporting by alumni from 2009-2013 revealed that 11 Seniors and alumni entered graduate programs in various parts of the US and overseas. Of these 11, there was a mix of those entering anthropology and related fields, such as medicine, history or forensics. In addition, eight Seniors entered graduate school at Wright State University through the MA programs in the Humanities, Applied Behavioral Science or Public History. Eight seniors found local employment prior to graduation.

**If program has professional accreditation, attach most recent review findings and recommendations**

N/A

Departmental Summary

**Faculty demographics Data in ADS**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Full</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Associate</b>	<b>5.56</b>	<b>7.56</b>	<b>8.56</b>	<b>8.56</b>	<b>8.56</b>
<b>Assistant</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Inst/Lect</b>	<b>3.6</b>	<b>3.6</b>	<b>2.6</b>	<b>2.6</b>	<b>3.6</b>
<b>Total</b>	<b>16.16</b>	<b>16.16</b>	<b>16.16</b>	<b>16.16</b>	<b>17.16</b>

### Staffing Summary

	2008	2009	2010	2011	2012
Unclassified					
Classified	1.04	.84	.84	.84	1.35
Total	1.04	.84	.84	.84	1.35

### Student/faculty ratio Data in ADS

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	23.12	23.66	25.46	18.95	25.66

### Average class size Data in ADS

	2010	2011	2012
Lecture	49.23	39.65	59.2
Lab only	21		22
Lecture/Lab	49.23	34.89	59.29

### Total of student data for all programs in unit Data in PED

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	320	285	285	241	276
Graduates	72	65	87	78	89

### Total credit hours generated for unit Data in PED

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	16296	16324	16488	16986	16049
Graduate	738	653	713	534	559
Total	17034	16977	17201	17520	16607

### Course completions Data in ADS

	2008	2009	2010	2011	2012
Undergraduate	84.5	86.8	85.3	84.8	83.9
Master's	85.2	100.00	85.7	88.9	57.6

### Expense per student and revenue to expense ratio Data in ADS

	2008	2009	2010	2011	2012
Expense per student	3130	3438	3477	3879	3533
Rev/Expense	3.201	3.067	3.079	2.762	3.228

## Research and External Funding Data in PED

	2008	2009	2010	2011	2012
<b>External funding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Future employment projections for discipline

CIP	Program	Wright State University-Main Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)	Median Hourly Earnings	Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
<b>Sociology &amp; Anthropology Department*</b>										
45.1101	Sociology (Wright State says 21 soc majors and 15 ABS grads) Occupation: Sociologists (19-3041)	33	98	0	\$19.13		<10	<10	N/A	0
						Region:	49	50	2.1%	5
						State:	2,667	2,829	6.0%	129
						US:				
45.0201	Anthropology Occupation: Anthropologists and Archeologists (19-3091)	9	34	0	\$15.62		<10	<10	N/A	0
						Region:	60	65	8.8%	3
						State:	6,477	6,901	6.5%	261
						US:				
Department Total and Total Regional Job Openings		42	132	0						

## Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The Department of Sociology and Anthropology is distinguished in recent data shared by the Dean of the College of Liberal Arts as the most efficient department in the college as measured by the cost of delivering each credit hour taught. Beyond the mission of the department, the faculty and curriculum in Sociology service the needs of an impressive array of other college courses (e.g. Philosophy of Social Science) and programs (e.g. Crime and Justice Studies, Liberal Studies, African and African American Studies, Social Science Education, Women’s Studies, International Studies, and the Applied Behavioral Sciences graduate program) for the larger college and university.

The sociological perspective itself is mission critical to institutions of higher learning. This perspective is unique in that it allows individuals to make connections between the self and wider societal forces-- such a significant, dispassionate, and highly analytic framework is simultaneously revelatory and transformative and is the precisely the kind of cognitive rigor that is the very marrow of critical thinking at its best.

Sociology is also mission critical because so much of its substantive content is highly relevant in an increasingly diverse and global world. The provision of courses that help students to understand and explore issues related to social organization, social change and social inequality (be it along the axes of sex, race, gender, sexuality, age, or class) will be essential tools for student success as will the very marketable training our students attain in the practice of data gathering and analysis. Finally, Sociology internships are mission critical as they provide students with practical experience and allow them to apply the knowledge they gain in classes to ‘real-world’ settings that lie beyond the purported ‘ivory tower’. The links made with internship partners also provide pathways of collaboration and trust between the university and the local community.

The anthropology program is mission critical because it addresses goals 1 and 2 of Wright State University’s strategic plan. It has produced graduates with critical thinking skills characteristic of the natural sciences through application of the scientific method in both archaeology and biological anthropology. It provides students with international competency through its offerings within the subfield of cultural anthropology. It provides meaningful civic engagement though opportunities such as

the archaeology field school and ethnographic field projects. Innovative instruction and community outreach programs for students have resulted in a high proportion of our graduates successfully entering Master's and Ph.D. programs, and employment in the private sector.

The Anthropology program is also mission critical because it meets or exceeds university learning objectives through its rigorous expectation that students communicate effectively through writing. The ample Integrated Writing course offerings in both core and upper level electives demand that students familiarize themselves with scholarly books and articles. They also require that students effectively utilize scholarship to develop their own original theses and claims supported by evidence drawn from those scholarly sources. In methodology courses with a fieldwork component, students are required to design their own projects using anthropological conventions, gather data in a systematic fashion, and utilize these data to develop their own original arguments. All three subfields expect students to be aware of the cultural and human diversity that exists or has existed throughout time, thereby raising awareness of the multicultural underpinnings of our changing world.

### **Faculty accomplishments and recognitions**

Dr. Frank Eguaroje was selected as the College of Liberal Arts Outstanding Lecturer/Instructor Award for 2014

Dr. Amelia Hubbard won a Wenner-Gren Engaged Anthropology Grant and numerous LEADER Consortium grants.

Over the past five years, Dr. Geoffrey Owens has been the recipient of a Wenner-Gren Foundation Post-Ph.D. Research Grant to continue his research in Dar es Salaam, Tanzania. The results have been disseminated through numerous professional presentations, such as at the meetings of the American Anthropological Association, the Semiotic Society of America, *A Suburban Revolution?* conference sponsored by York University in Toronto, and through a seminar at the Centre for African Studies at the University of Edinburgh. He has also been the recipient of the 2010 CTL's award for Faculty Development, and the 2011 General Education Excellence in Teaching Award.

Dr. Laurel Monnig has been the recipient of several awards for outstanding contributions to teaching and scholarship, including the prestigious David M. Schneider essay award for her presentation for the Current Anthropology section of the American Anthropological Association. She was recipient of an Excellence in Teaching Wright State Core, and nominee for Outstanding Instructor Award.

Dr. Jacqueline Bergdahl served as the Wright State Faculty President, 2010-2011

Dr. Tracey Steele served as Treasurer for Sociologists for Women in Society, 2008 - 2010

Dr. Marlese Durr served as a Board of Director Member for the Society for the Study of Social Problems (SSSP), 2011-2014; American Sociological Association Committee on Professional Ethics (COPE), 2011; Board of Directors, Society for the Study of Social Problems, 2011-14; and President-Society for the Study of Social Problems 2014;

Dr. Julianne Weinzimmer served as the cofounder of MENSIO (Middle Eastern Network of Southwest Ohio), a regional network of Southwest Ohio professionals to communicate and coordinate on information and events related to the Middle East region.

Dr. LaFleur Small has served as a reviewer for the Social Science and Humanities Panel for Ford Foundation Fellowship Programs, 2012 and also as a Reviewer for Sociology Panels – Ford Foundation Diversity Pre-Doctoral, Doctoral, and Post-Doctoral Fellowships, 2013

Dr. Karen Lahm was awarded the College of Liberal Arts Outstanding Advisor Award, 2009

### **Programs and areas of recognized excellence with supporting evidence - N/A**

#### **Capacity for growth of programs**

Both the Anthropology and the Sociology majors have experienced mostly steady growth in terms of the number of its declared majors since 2003. We would like to continue to grow both programs.

A new tenure track position in Sociology to replace a retiring theorist, a tenure track position in Anthropology to replace a retiring archeologist and a new instructor position in biological anthropology were all approved in 2014 and are intended to increase majors, minors and to increase credit hour production in the college and for the university (please see the 'New program opportunities' below for a description of that effort). Success metrics tied to the tenure track positions by the WSU administration are fixed at a 10% increase in majors and student credit hours over the next three-year period. Metrics for the biological anthropology position are the addition of one class section (and three labs) at 75% capacity. One tenure-track Sociology position was lost this past year due to faculty retirement; it is our hope that given our past (and what will no doubt be continued) performance and efficiency, we will soon re-acquire this position and align it with one of the principal growth areas within the discipline.

The most robust potential area of growth for Sociology is within the subfield of Criminology. Sociology services a particularly large number of students who major in Crime and Justice Studies and U.S. Bureau of Labor Statistics projections indicate that the majority of CJS-related occupations will grow anywhere from 10-19% through 2022. Further, the WSU Crime and Justice Studies Program has been approached by Sinclair Community College for possible expansion at its Courseview campus. Early discussions pertaining to this proposed collaboration suggest a single additional faculty member could offer classes that would simultaneously fulfill requirements for both the Sociology and the Crime and Justice Studies Program. Additional trends in Sociology suggest that Medical Sociology and Applied Sociology are other discipline specialties that should provide growth opportunities for the program well into the future.

Over the past decade, the anthropology program has experienced a nearly 40% increase in the number of majors and sizable growth in the number of core credit hours it generates. Both the major and core offerings have great capacity for growth due to the hiring of new faculty, including an instructor who has created dedicated introductory cultural anthropology course sections for nursing majors. We anticipate additional capacity for growth through the hiring of an assistant professor of archaeology and an instructor of biological anthropology. As possible 'gateway' courses that may attract students into the major, the growing popularity of the biological anthropology class and the cultural anthropology course

for medical professionals suggests considerable room for further growth within the anthropology major. Efforts by the attorney generals' office to propose a 'body farm' on the WSU campus adds even more potential for growth in the area of Medical Anthropology and/or a Forensic Anthropology.

### **New program opportunities**

The department is currently in the process of hiring a theorist in sociology and an anthropological archaeologist. The theorist position requires a secondary area of scholarship and teaching interest that will attract students to the major and create interdisciplinary teaching and scholarship opportunities. Likely areas include culture, technology, media and globalization. The anthropology position seeks one whose training will bring professional expertise in areas such as geophysical survey, GIS, and cultural resource management (CRM: professional archaeology) in order to increase majors, increase public engagement and outreach and enhance Wright State's reputation.

The department will request an additional position in biomedical or medical anthropology. Given the success of the medical programs at Wright State, as well as the emerging Medical Humanities program aimed at training doctors with the sociocultural skills needed in an increasingly globalized population, this position would add additional strengths to an already strong core curriculum.

### **Proposals to enhance programs**

With a new chair in place, the Sociology and Anthropology Department is poised to outline, plan and execute a new and ambitious departmental mission in the next five years. Assessment will be evaluated and improved to generate more timely and sensitive data for departmental improvement. Specific goals for program enhancement are described by discipline below.

**Sociology:** Program faculty will create a five-year plan which will include evaluation of a new Applied Sociology track to attract majors and increase the employability of program graduates. The creation of several new courses over the next three years will also be explored. Courses to be considered include Social Justice, Death and Dying, The Sociology of Mental Illness, Drugs in Society, The Sociology of Disasters, Entrepreneurship, The Sociology of Technology, Youth and Crime, and Global Inequality.

**Anthropology:** The five year proposal for Anthropology at Wright State involves several components including" 1) a yearly average 5% increase in the number of declared majors, for a cumulative total of 25% over five years; 2) a yearly average 5% increase in student credit hours, including both core and major courses, for a cumulative total of 25% over five years; and 3) a 50% increase in the number of anthropology minors, for a cumulative total of 250% increase over five years. To meet these metrics, Anthropology has established a five year plan that will include, 1) recruitment of students for both the major and minor through public outreach; 2) creation of new courses, both in the core and within the major; 3) retention of students through focused academic and career advising; and 4) advocacy for the liberal arts through community engagement, offering of field schools and service learning.