1.a: Mission and Goals

The mission of the Sociology Degree Program is to increase awareness and knowledge of social inequality and encourage and facilitate social/human agency by providing quality courses across the range of both disciplines of Sociology and Anthropology and create active engagement activities for our students. We are committed to promoting social responsibility, community, and cross-cultural engagement as we prepare students for their personal, professional, and social roles as global citizens. There are five goals that appear to be adequate and represent a nice balance between academics, community service and engagement, and the promotion of diversity.

1.b: Goal Alignment

The self-study provided a table that clearly outlines the way the program goals are aligned with IU East strategic priorities set for 2014-2019. The committee was satisfied with the alignment between the program goals and the campus mission.

1.c: Goal Monitoring

The self-study reported:

- Full-time faculty members submit faculty annual reviews detailing their activities in teaching, scholarly research and creative work, and service. Faculty annual reviews and supervisor’s reports on these reviews contribute to monitoring all department goals.
- Regular assessment of courses by the department and assessment of individual students by the instructors helps to promote high quality teaching and learning.
- Regular department and committee meetings also contribute to monitoring and updating all department goals.

The committee was satisfied with this process of goal monitoring.

2-1.a: Faculty and Staff
There are three full-time faculty and one visiting lecturer in the department. There are also four part-time faculty. All full-time faculty hold terminal degrees. Some of the part-time faculty also hold terminal degrees and all have at least Master’s degrees in their field.

2-1.b: Instructional Quality

Several of the faculty have won awards and honors for excellence in teaching. The faculty and staff are actively taking additional training in programs offered (such as Quality Matters) through their Center for Teaching and Learning related to online teaching.

2-1.c: Faculty Staffing

SAG may serve a small number of majors, but it is an important department in terms of campus-level service. This role is important to consider relative to questions of staffing. As noted in the self-study, “During the Fall 2017 semester, the simple ratio of Sociology majors to full-time faculty was 3:1. But this does not provide an accurate picture of faculty workload or the more accurate ratio of students in SAG classes to faculty. Sociology, Anthropology and, Geography provide significant service to the campus for General Education and to General Studies majors with a social science concentration. In Fall 2017 SAG served 373 students with 4 full- and 4 part-time faculty with a ratio of 47:1.” Using the Common Data Set (CDS) the SAG program has a 14:1 ratio, which is similar to other IU regional campuses. It would appear the program does have adequate faculty at this time.

2-1.d: Support Staff

The self-study reported, “The SAG Department relies on two full-time administrative assistants who serve the HSS Dean, other departments, and the Advising Office in the School of Humanities and Social Sciences. The assistants’ duties include room reservations, adjunct contract facilitation, travel arrangements, book orders, scheduling advising appointments, and many more tasks. The School of Humanities and Social Sciences also employs a part-time Program Assistant who maintains the website along with other tasks. The SAG Department also relies on the Advising Office that includes 4 full-time professional advisors. The Advising Office consults students majoring in Sociology and other disciplines at least once each semester, maintains consistent advising records for students, coordinates scheduling and reports on enrollments. The advisor who works with Sociology majors advises 8 Sociology option majors, 5 Anthropology option majors, 5 Sociology minors and 3 Anthropology minors. Her full advising load is 315 students as of November 2017.”

The support staff appear to be appropriate for the needs of the program.

2-1.e: Faculty Teaching Load

The teaching load at Indiana University East is 3/3 for tenure-stream faculty and 4/4 for others.

2-1.f: Faculty Scholarship Involvement
The chart below tracks the productivity of faculty in SAG.

Table 17. Scholarship Productivity of Faculty (as of Oct 2017)

<table>
<thead>
<tr>
<th></th>
<th>014-15</th>
<th>015-16</th>
<th>016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer-reviewed journal articles, book chapters and encyclopedia entries</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Professional reports</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Public Dissemination: Newspaper, public online publication, television, radio interviews and reports</td>
<td>3</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Practitioner publications, newsletter, book review</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer-reviewed conference paper and presentation</td>
<td>18</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Attendance at professional conferences or Seminars (not including presentations)</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Invited presentation at professional conference</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Serving as a reviewer (textbook, peer-reviewed article, conference paper, or trade publication)</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Giving an invited lecture or talk to campus</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Giving an invited lecture or talk to community</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Giving a colloquium or invited lecture at other institutions</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

The amount of research and scholarly activity is commendable for a department of this size.

2-1.f: Faculty Service Involvement

In general, faculty at IU East have high expectations for service. The faculty in SAG are no exception. Faculty are actively involved in service to the Department, School, University, Discipline, and local communities. The committee was satisfied with the amount and variety of service completed by the faculty.

2-2.a: Physical Facilities

There appear to be adequate facilities at IU East for the full and part-time faculty. The self-study reported, “Full-time faculty in the department have individual office spaces in Tom Raper Hall on the first and second floors. A faculty workroom is provided on the second floor of Tom Raper Hall with a printer/copier/scanner and mailboxes. Office supplies are available in a file cabinet in the second floor workroom. Faculty also have access to conference rooms across campus for departmental or committee meetings; some have videoconferencing equipment and chalkboards or whiteboards. These rooms can be reserved through the administrative assistants in each building.”
Part-time faculty have no designated shared office space on campus. Part-time faculty teaching on campus generally make time before and after class to meet with students. The lack of office space for part-time faculty restricts communication between the instructors and their students. It is difficult for these faculty to have private conversations in the front of the classroom. If classes are held in the classroom prior to and/or after the time for conversations is even more restricted (as students and teachers are moving in and out of the space).”

An exciting opportunity is being constructed near campus. The Archaeology Research Center will serve as an outdoor classroom for a variety of classes in Anthropology and Geography courses once the site is fully operational. The half-acre site will have a buried Mayan structure, a raised burial mound, a prehistoric village site, and forensic site with buried pig bones.

2-2.b: Technology Infrastructure

IU East has excellent technological infrastructure.

2-2.c: Equipment Inventory

The committee had no concerns about the equipment available to faculty and staff.

2-3.a: Budget

The SAG Department does not have a standing budget. Budgetary control is located in the office of the Dean of Humanities and Social Sciences. The chair of SAG processes approvals of faculty requests for professional development funds and departmental requests for strategic investment proposals and forwards all approved requests with commentary to the Interim Dean of Humanities and Social Sciences.

2-3.b: Enrollment and Retention Budgetary Contribution

Undergraduates by Major and Discipline Option

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology Option</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Anthropology Option</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

The number of majors is not the primary source of revenue for SAG. The department offers courses that meet general education requirements, which is a steady stream of credit hours being generated by SAG.
2-3.c: External Funding Sources

This is not an issue that concerns the committee. The self-report noted, “At this time, the department has sought no outside sources of funding (beyond the initial fundraising for the Archaeology Research Center). In the near future, when the Archaeology Research Center is fully operational, we expect to run summer Field School courses. We expect to offer two-week sections including courses on methods and techniques of Archaeology, forensic archaeology, and GIS mapping. From a financial perspective we will be able to offer summer field schools at a highly competitive rate, which will recruit students to our summer program(s). Tuition, laboratory fees, and operational figures will be calculated into the cost of the program that serve to sustain the program and provide some profit to the University. Field schools could be offered as two-, three-, four-, or six-week programs with 10-20 students at a modest cost of $800-1000 per student per two-week segment. Summer 2019 is the tentative start date of the first summer field school offerings (the start date has been pushed back 1 year due to delays from the IU Architects’ office—which is a financial loss).”

2-4.a: Library Resources

The committee had no concerns about the library resources available to faculty and staff.

2-4.b: Library Technology

The committee had no concerns about the library technology available to faculty and staff.

2-5.a: Instructional Programs- Curriculum

The Sociology major at IUE is offered through the Department of Sociology, Anthropology, and Geography. Joint departments in the US take many forms, from side-by-side majors and minors to a level of overlap—for example, requiring that sociology majors take 1-2 classes in anthropology—to introductory and capstone integration for a joint degree to full integration at the course level. At Indiana University East, sociology and anthropology have distinct disciplinary courses. All students must take 12 sociology and 6 anthropology credits at the introductory level, and then may choose between the Advanced Sociology Track (concentration) or Advanced Anthropology Track (concentration) for 18 credits. Both concentrations fall within a Sociology degree. The capstone is offered as an independent study. There are, however, separate minors in Sociology (19 credits) and Anthropology (16-20 credits) which do not include or accept courses from the other discipline.

Anthropology has four fields—cultural, linguistic, and physical/biological anthropology, and archaeology. Introductory level courses in SAG include an archaeological course and a cultural anthropology course, which is fairly typical. At the 200- and 300-level, there are fewer courses in physical and linguistic anthropology, which is also typical, but there are more archaeological courses than cultural courses, and it seems the former are offered more consistently, which is not typical. This reflects staffing issues discussed below.
The breadth of the sociological expertise and listed offerings provide the potential for students to examine the sociological world in depth. Students take courses that include but are not limited to Introduction to Sociology to Social Change and The Family. The culmination of the sociological offerings is a Field Experience through a faculty-directed course that includes directed readings and writing with an opportunity to complete an internship. The committee had some concerns in regard to staffing issues and the opportunity to teach elective courses regularly. If additional faculty were hired, these courses could be taught more regularly.

2-5.b: Ongoing Curriculum Revision
The shift from an interdisciplinary social science degree to a stand-alone Sociology degree (with both sociology and anthropology concentrations) in 2011 has led to a broader range of classes but also to an effort to make the introductory courses more rigorous, preparing students for intermediate-level work.

2-5.c: Advising and Mentoring

The department adopted a professional advising model. The self-study noted, “Before Fall 2015, undergraduate students majoring in Sociology were advised by professional advisors in the Humanities and Social Studies office during the first semesters of their IU East career. Upon achieving junior status, they were assigned faculty advisors in the Department. Students met with faculty advisors at least once a semester to discuss career plans, plan their coursework for the following semester, and complete any necessary paperwork to advance their goals and program of study. All full-time faculty participated in faculty advising. In Fall 2015, the School of Humanities and Social Sciences (HSS) adopted a professional advisor model. Students no longer transferred to faculty advisors upon becoming juniors. Instead, students now have a permanent professional advisor within HSS who guides students through the registration process each semester via a required meeting between student and advisor. Upon declaring a Sociology major, they are also assigned a faculty mentor who meets with students as needed to discuss career plans and offer professional development guidance beyond their coursework. This new system provides students with a consistent, regular focus on registration, whereby the professional advisor facilitates each student’s progress toward graduation.”

The committee has no concerns about advising. This model allows faculty to focus on mentoring students and takes the time-consuming task of advising away from faculty when students are in the beginning portion of their college career.

2-5.d: Course Scheduling

The self-study reported, “In order to meet program needs and student needs while maintaining appropriate faculty teaching loads, the SAG Department, in conjunction with the dean’s office and the HSS Advising office, pays close attention to course schedules each semester. We regularly participate in schedule build workshops to facilitate better scheduling across disciplines.”

The committee has no concerns about course scheduling at this time.
2-5.e: General Education Course Offerings

SAG provides a number of General Education Course Offerings.

COURSES APPROVED TO COMPLETE THE TWO REQUIRED GENERAL EDUCATION COURSES IN SOCIAL AND BEHAVIORAL WAYS OF KNOWING INCLUDE THE FOLLOWING:

ANTH-A 103 Human Origins & Prehistory
ANTH-A 104 Cultural Anthropology
ANTH-A 200 Topics in Anthropology, Culture, and Society
ANTH-B 200 Bio-anthropology
ANTH-P 200 Intro to Archaeology
GEOG-G 110 Intro to Human Geography
SOC-S 100 Introduction to Sociology
SOC-S 215 Social Change
SOC-S 217 Social Inequality
SOC-S 230 Society & the Individual
WOST-W 200 Women in Society (taught in the past by SAG Faculty)

As mentioned previously, these general education courses are a steady stream of credit hours for SAG.

2-5.f: Co-curricular Student Activities

Students in SAG have a wide array of co-curricular opportunities that tend to be related to one of four options:

1. Student Experiential Trips
2. Service learning or internship opportunities
3. Conferences
4. Student clubs

The number and variety of options for co-curricular activities was impressive.

2-6.a: Program Assessment

The committee felt that Department has a great effective assessment system. The assessments is managed five principle ways: 1) Summative assessment of each program graduate in the BSS B490 senior capstone course; 2) exit interviews with program graduates; 3) periodic graduate tracking and surveys; 4) formative assessment of program learning outcomes and course mapping of program learning outcomes for coordination of the assessment program, and 5) annual assessment planning, reporting, and analysis. Based on the assessment data, the department adopted a next text that incorporated a research component and all part- time and full time faculty members dedicate more time to the include research methods.

2-6.b: Assessment-based Program Revisions

The SAG department appears to have an effective assessment system. Learning outcomes are mapped across the curriculum, and for each course, the department has established targets for student skills as measured with particular assignments. In the annual program assessment report
for the academic year of 2016-17, Wazir Mohamed and Denise Bullock completed a report regarding assessment of select classes and one graduating senior capstone paper. This report demonstrates how problems were identified and addressed—for example, by asking the faculty member to emphasize concepts in the classroom and to clarify wording on assignments to elicit better student performance.

2-7.a: Outreach and Community Involvement- External Constituencies

There was not much in the self-study that examined community outreach as it related directly to SAG. The self-study discussed the role of the HSS Advisory Board. “As part of the School of Humanities and Social Science (HSS), the department relies on the advice and consultations from the HSS Advisory Board. The HSS Advisory Board meets once or twice per semester, and board members are updated on SAG Department activities, new programs, and other pertinent information. It is during this process that stakeholders ask questions and provide feedback to the program.”

2-7.b: Publicity and Marketing

SAG does not appear to have had specific marketing strategies outside of what is available to all departments in HSS.

The programs in the SAG Department are marketed via multiple opportunities:
- Internally on campus (e.g. recruitment events for local community college and high school students, orientations for new students, bulletin boards in Tom Raper Hall located both on first and second floor)
- IU East website (e.g. the department pages could be updated to provide regular updates on events; offer course fliers for upcoming courses; spotlight faculty, students and alumni; and inform readers about other initiatives)
- IU East emails, web updates, press releases, and other marketing resources (sent to the university and the community)

2-7.c: Professional Association Involvement and Community Organizations

The faculty are members of professional organizations. Such membership provides exposure to the discipline, networking and professional development opportunities. The table provided in the self-study clearly indicates a wide variety of memberships to professional organizations.

<table>
<thead>
<tr>
<th>Section 2-8</th>
<th>Summary</th>
</tr>
</thead>
</table>

2-8.a: Program Strengths

The sociology program provides excellent service to the campus through courses that meet IU East strategic priorities. Sociology and anthropology are very important disciplines both for raising consciousness regarding diversity and social inequality, and—perhaps consequently—creating an environment in which students from underrepresented races/ethnicities are more comfortable and more likely to complete their degrees (Sociology Initiative 3, IUE Priority 1). Sociology also provides a truly impressive array of experiential learning activities for a
department of its size, which reflects well on the Sociology Initiative regarding community service and engagement and contributes greatly to the IUE Priority emphasis on community and regional partnership. SAG offers 10-11 classes that meet the general education requirement in Social and Behavioral Ways of Knowing. Robust enrollment (seat count) indicates that the program is playing its role well on campus.

Having more full time faculty and adjuncts in sociology than anthropology (and 2-4 times as many sociology courses offered than anthropology courses) reflects a fairly typical arrangement in a joint department. However, the sociology program at IUE is distinctive in its anthropological faculty composition, as it is uncommon to find two archaeologists and no cultural anthropologists. Since cultural anthropology and qualitative sociology are the closest in epistemology and methods, focusing the anthropological representation of the faculty on archaeology has the advantage of creating breadth within the joint department. Certainly, the resulting model excavation site—the Archaeology Research Center—is a very exciting development that reflects a high level of expertise, ingenuity, and dedication, and the project will have an impact on the entire campus and IU system.

Sociology faculty members represent contrastive epistemological and methodological approaches (symbolic interactionism and conflict theory, which provides potential for great breadth in offerings and a solid grounding in basic sociological training. As stated in the self-report, “SAG faculty have been intentionally selected and hired to broaden theoretical approaches and disciplinary specialties to expand the learning opportunities of our students (see appendix 2.3 for a list of courses taught during this time period). For example in Sociology, Bullock is a symbolic interactionist and postmodernist theorist with a US focus and Mohamed is a world systems (conflict) theorist with a global focus. While both Bullock and Mohamed focus on social inequality the academic approach differs.”

2-8.b: Areas for Improvement
The main constraint for the Sociology program is lack of faculty to represent the new, full-fledged major and disciplinary concentrations. The online sociology degree is still in a process of negotiation, and we hope that it is resolved soon. We note that there is the potential for all sociology majors to participate in an online capstone class (rather than independent studies) so that they might benefit from peer input.

We note that cultural anthropology has a distinctive skill set, and that broader, more regular offerings would greatly benefit the department and campus. At present, there are anthropology courses on the books (for example, the topical 200- and 300-level classes) that are not offered regularly because the anthropology faculty are stretched so thin; they are also not able to offer an archaeology-style methods course. It is important to note that students minoring in anthropology or following the Advanced Anthropology Track should be taking courses with faculty who specialize in cultural anthropology.

The instructors have high teaching loads, higher than average course caps in introductory courses, and larger than average class sizes in sociology. They must also balance on-the-ground and online delivery methods to meet demand. It takes five years for the department to cycle through the complete requirements for both concentrations, which must affect time-to-degree,
degree completion, and financial aid. Additional (and permanent) faculty in both sociology and anthropology are needed to ease this situation for faculty and students alike.

The breadth of the sociological expertise and offerings are vast and provide an opportunity to examine the sociological world in depth. Students take courses that include but not limited to Introduction to Sociology to Social Change and The Family. The culmination of the sociological offerings is Field Experience through a faculty-directed course that includes directed readings and writing with an opportunity to complete an internship. The committee had some concerns in regard to staffing issues and the opportunity to teach elective courses regularly. If additional faculty were hired to each more introductory courses, tenure and tenured track faculty would offer elective course more regularly.

2-8.c: Key Issues Facing the Program
The SAG Department has undergone radical restructuring for the new degree, which represents greater academic rigor and status, as well as more choice and better training for students. The process would be challenging under any conditions, and current economic and enrollment trends complicate matters. SAG faculty members are doing a remarkable job with limited resources and should be supported with additional positions so that the program can grow to its potential.

The department is poised to excel with the advent of an online sociology degree, and will require additional staffing. To bring the department to par with others, we recommend hiring a cultural anthropologist to provide broader content and consistency for majors as well as the distinctive toolkit of cultural anthropology that is so important for cross-cultural communication and global citizenship. We recommend that the department members seek out a niche of specialization that will complement existing expertise and perhaps distinguish IUE from other campuses.