SOCIOLOGY SELF STUDY

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2001 - 2003

| Three Year Total | 9 | 64 | 17 | 14 | 10 | 8 | 16 | 2 | 196 | 183512 | $2,237,448.00 |
| Three Year Non-duplicate Total | 5 | 58 | 17 | 14 | 10 | 6 | 15 | 2 | 183512 | $2,237,448.00 |

Dept Average per Year | 3 | 21.3 | 5.7 | 4.7 | 3.3 | 2.7 | 5.3 | 0.7 | 65.3 | 61171 | $745,816.00 |
Nondup Dept Avg Yr | 1.7 | 19.3 | 5.7 | 4.7 | 3.3 | 2 | 5 | 0.7 | 61171 | $745,816.00 |
### TABLE B-3a
SOCIOLOGY
PROGRAM TYPES BY MAJORS AND NUMBER (HEADCOUNT) OF MAJOR STUDENTS AND GRADUATES
FISCAL YEARS 2002 – 2004

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**Note:** The 3 YEAR AVERAGE column represents the average number of majors and graduates over the entire fiscal years 2002 – 2004.
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<th>Fa 02</th>
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* Data not available
** Final graduation count not yet available.
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Note: Figures exclude students beyond 7 years in their MA program or 10 years in their PhD program.

Note: "Other or Unclassified" includes students under the old Social Conflict and Inequality specialty or students who have not yet declared their specialty.

Note: Students in the joint MA/PhD program were counted as "PhD"
### Table B-3d
List of Faculty by Specialty Area

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<td>Donald Reitzes</td>
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<td>Heying Jenny Zhan</td>
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Table B-4a
2001–2002 (FY02) Credit Hour Generation by Level and Faculty Type

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<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
<th>Undergrad/Grad</th>
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<tr>
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Table B-4b
2002–2003 (FY03) Credit Hour Generation by Level and Faculty Type

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Table B-4c
2003–2004 (FY04) Credit Hour Generation by Level and Faculty Type

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Note: Percentages are in parentheses and are calculated within columns (running down). Due to rounding, they may not add up to 100.
### TABLE D-1 - FINAL DATA FROM SOCIOLOGY COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS

**FISCAL YEARS 2002 - 2004**

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## Table E-2
Selection Ratio of Applicant/Accepted Graduate Students
Fiscal Years 2002-2004

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TABLE E-3

INTERNSHIP SITES WHERE STUDENTS HAVE BEEN PLACED

Internship sites include: local schools, local churches, local domestic violence shelters; local homeless shelters; Centers for Disease Control; City of Atlanta City Planners' Office; City of Atlanta Transportation Department; Dekalb County Correctional Institute; Dekalb Rape Crisis Center; Departments of Family and Children's Services in several counties; Feminist Women's Health Center; Fulton County Victim-Witness Assistance Program; Gallup Organization; Georgia State University Alumni Office; Georgia State University Financial Aid Office; Hands On Atlanta; Planned Parenthood of Georgia; the Red Cross; Second Chance Home (for teen mothers); the United Way, and the Veterans' Administration Hospital.
TABLE E-4

CONFERENCES WHERE STUDENTS HAVE PRESENTED WORK

Conferences where students have presented work since 2000 include: the American Society of Criminology; the American Sociological Association; the Georgia Sociological Association; the Gerontological Society of America; the National Council for Black Studies; the National Council on Family Relations, the Pacific Sociological Association; the Society for the Study of Social Problems; the Southern Gerontological Association, and the Southern Sociological Society.
Graduates have found employment in recent years at: Adams State College; Armstrong State University; California State-Chico; Clark Atlanta University; Gainesville State College; Georgia State University; Kennesaw University; North Carolina State University; North Georgia College and State University; Purdue University; Queens College; Reinhardt College; South Alabama University; Truett-McConnell College; University of Miami; University of North Carolina; University of Pittsburgh; and the University of Tennessee-Chattanooga. Recent graduates have obtained research or administrative positions at a variety of organizations or agencies, including: the Bureau of International Labor Affairs; the Centers for Disease Control; the Department of Veterans' Affairs; the Dekalb County Board of Health; the Denver Public Health Department; the Georgia Department of Labor; the Georgia Division of Public Health, Ivy Hall Assisted Living Community; The Project for Psychiatric Outreach to the Homeless, the MayaTech Corporation; Morgan Health Care Consulting; the Southern Center for Studies in Public Policy; Telcordia Technologies; the U.S. Food and Drug Administration; and Valic Financial Advisors.
### Table F-1. Overall Teaching Evaluations of GSU Sociology Faculty 2001-2003

<table>
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<tr>
<th>Under Core</th>
<th>%</th>
<th>Under Required</th>
<th>%</th>
<th>Under Other</th>
<th>%</th>
<th>Grad Required</th>
<th>%</th>
<th>Grad Other</th>
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### Table G-1
**Student/Faculty Ratios**

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<th>FY 03-04</th>
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<td>19</td>
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<td>508</td>
<td>543</td>
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<td># Graduate Majors</td>
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<td>29</td>
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<td>Grad/TT Ratio</td>
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<th>FY 01-02</th>
<th>FY 02-03</th>
<th>FY 03-04</th>
</tr>
</thead>
<tbody>
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<td># Graduate Faculty</td>
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<td>21</td>
</tr>
<tr>
<td># Ph.D. Students</td>
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<td>52</td>
<td>65</td>
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<td>Ph.D./Grad Faculty Ratio</td>
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<td>2.5</td>
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Appendix A

Rationale for Choices of Peer Institutions and Programs

The peer sociology departments we have selected for purposes of comparison are Florida State University, North Carolina State University, Rutgers University, and Northeastern University. In choosing these departments we took into consideration their region, quality, size, programmatic emphases, and urban location. Specifically, in choosing Florida State and North Carolina State University we have two sociology programs in cities in our region (the Southeast) that have excellent records of scholarship and teaching. Moreover, they share some areas of research specialty with us. These two programs represent to us the next level of quality in terms of academic prestige and research productivity, and we think their level is one we should try to attain in the future. In choosing the Northeastern University’s Department of Sociology, we have a program located, like us, in a major city, and which is similar to us in faculty size, rank, and research interests (i.e., strong interests in urban, race-ethnicity, and gender issues). Finally, Rutgers University, like Georgia State University, is a large public urban university with a sociology program that is close in quality to us, and they are facing some of the same organizational and developmental issues that our department is grappling with.
Appendix B-1: Department of Sociology Organization of Governance

Chair
Donald Reitzes

Teaching Coordinator
Mindy Stombler

Undergraduate Director
Wendy Simonds

Graduate Director
Dawn Baunach

Business Manager
Selma Poage

Administrative Specialist
Dracy Blackwell

Administrative Coordinator
Quanda Miller

Student Assistants

Technology Specialist
Appendix B-2: Department of Sociology Committee Structure

Departmental Committees 2004

COLLOQUIUM: Chip Gallagher (chair), Cindy Sinha (student), Behrooz Ghamari, Mindy Stombler, Romney Norwood, Eric Stewart, Jenny Zhan

COMMUNITY OUTREACH: Jung Ha Kim (chair), Alexis Bender (student), Kirk Elifson, Charlie Jaret, Romney Norwood, Toshi Kii, Jenny Zhan, Phil Davis

DEVELOPMENT: Don Reitzes & Kirk Elifson (co-chairs), Michael Lepore (student), Selma Poage (staff), Eric Stewart, Frank Whittington

DIVERSITY: Elisabeth Burgess (chair), Beth Cavalier (student), Cecilia Cantrell, Denise Donnelly, Jung Ha Kim, Eric Stewart, Jenny Zhan

EXECUTIVE: Robert Adelman, Dawn Baunach, Phil Davis, Denise Donnelly, Charlie Jaret

GRADUATE: Toshi Kii (chair-before July 1), Dawn Baunach (chair-after July 1), Elroi Waszkiewiz (student), Robert Adelman, Behrooz Ghamari, Lesley Reid, Chip Gallagher

LIBRARY/SOCIOPATH: Wendy Simonds (chair), Kendra Sandman (student), Robert Adelman, Elisabeth Burgess, Behrooz Ghamari, Ralph LaRossa

PROGRAM: Donald Reitzes (chair), Selma Poage (staff), Dawn Baunach, Elisabeth Burgess, Chip Gallagher, Ralph LaRossa, Wendy Simonds

RECRUITMENT: Charlie Jaret (chair), Michael Eriksen (Public Health Institute), Jim Ainsworth, Dawn Baunach, Kirk Elifson, Lesley Reid

SELF STUDY: Ralph LaRossa (chair), Jim Ainsworth, Dawn Baunach, Charlie Jaret, Lesley Reid, Wendy Simonds

TEACHING: Mindy Stombler (chair), Cameron Lippard (student), Phil Davis, Denise Donnelly, Romney Norwood, Lesley Reid

TECHNOLOGY: Jim Ainsworth (chair), Robert Adelman, Cecilia Cantrell, Toshi Kii

UNDERGRADUATE: Denise Donnelly (chair-before July 1), Wendy Simonds (chair-after July 1) Jim Ainsworth, Cecilia Cantrell, Phil Davis, Charlie Jaret
Appendix C. Policies  
In Lieu of By-Laws the Sociology Department  
Has Adopted the Following Procedures and Practices  
For Departmental Committees  
(adopted 10/1/04 and amended 10/8/04)

1. The Executive Committee will appoint members of all standing committees with the exception of the Program Committee.

2. Chairs of all standing committees will be elected by the committee members except for the Graduate and Undergraduate Committees.

3. The Graduate and Undergraduate Committees will be comprised of 5 members plus the chair of the committee.

4. Members of the Undergraduate and Graduate Committees can serve no more than 3 years consecutively. They must rotate off at least one year before returning.

5. All standing committees must meet at least twice per calendar year. The first meeting, to elect the chair, must occur within one month of committee assignments.

6. Persons unsatisfied with committee assignments may petition the Executive Committee within two weeks of committee assignments.

7. The graduate and undergraduate directors will serve 3-year terms, at the discretion of the department chair. Terms are renewable.

8. The ballot for the Executive Committee will include membership rosters for the past 3 years.

9. The committee request form will ask faculty to give their committee preferences and will provide space for comments supporting requests.

10. Executive Committee will strive for diversity across multiple avenues when making committee assignments; specifically in terms of balance between new and old committee members.

11. Members of standing committees should solicit input from the faculty before major committee decisions are made.

12. Consensus on decisions should be a committee goal but decisions will be made by majority vote.

13. Standing committees will seek input from graduate students by being “open” to their input and through the formal graduate student representatives on each committee.

14. Chairs of standing committees will seek staff input on relevant committee decisions.
15. All regular faculty and the graduate student representative to the Recruitment Committee will have access to candidate files. Information will be provided about where the files will be placed during the review period.

16. Graduate students will have access to all candidates CV.

17. The Recruitment Committee will strive to be representative of the department. In addition to encouraging rotation of members, consideration will be made in an attempt to balance expertise and rank on the Recruitment Committee.

18. The Recruitment Committee will select approximately eight candidates and make those files available to all regular faculty members. A full faculty meeting will take place approximately two weeks after these files are made available and will select three candidates to interview.

19. Recruitment Committee meetings are open to all regular faculty members. Non-committee members are not permitted a vote at these meetings. Non-members in attendance will be asked to share their views on the selection process prior to any recruitment deliberations.

20. Standing committees are required to create minutes of the non-confidential proceedings of each meeting.

21. Committees may establish their own process for choosing a recorder.

22. Minutes should be approved by committee members, prior to distribution.

23. Within two weeks of the meeting, approved minutes will be:
   - emailed to the entire faculty, staff, and graduate students
   - placed as a hard copy in a central location
Department of Sociology Committees 2004

COLLOQUIUM: Chip Gallagher (chair), Cindy Sinha (student), Behrooz Ghamari, Eric Stewart, Mindy Stombler, Romney Norwood, Jenny Zhan

COMMUNITY OUTREACH: Jung Ha Kim (chair), Alexis Bender (student), Kirk Elifson, Charlie Jaret, Romney Norwood, Toshi Kii, Jenny Zhan, Phil Davis

DEVELOPMENT: Don Reitzes & Kirk Elifson (co-chairs), Michael Lepore (student), Selma Poage (staff), Eric Stewart, Frank Whittington

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EXECUTIVE: Robert Adelman, Dawn Baunach, Phil Davis, Denise Donnelly, Charlie Jaret

GRADUATE: Toshi Kii(chair-before July 1), Dawn Baunach (chair-after July 1), Elroi Waszkiewiz (student), Robert Adelman, Behrooz Ghamari, Lesley Reid, Chip Gallagher

LIBRARY/SOCIOPATH: Wendy Simonds (chair), Kendra Sandman (student), Robert Adelman, Elisabeth Burgess, Behrooz Ghamari, Ralph LaRossa

PROGRAM: Donald Reitzes (chair), Selma Poage (staff), Dawn Baunach, Elisabeth Burgess, Chip Gallagher, Ralph LaRossa, Wendy Simonds

RECRUITMENT: Charlie Jaret (chair), Michael Eriksen (Public Health Institute), Jim Ainsworth, Dawn Baunach, Kirk Elifson, Lesley Reid

SELF STUDY: Ralph LaRossa (chair), Jim Ainsworth, Dawn Baunach, Charlie Jaret, Lesley Reid, Wendy Simonds

TEACHING: Mindy Stombler (chair), Cameron Lippard (student), Phil Davis, Denise Donnelly, Romney Norwood, Lesley Reid

TECHNOLOGY: Jim Ainsworth (chair), Robert Adelman, Cecilia Cantrell, Toshi Kii

UNDERGRADUATE: Denise Donnelly (chair-before July 1), Wendy Simonds (chair-after July 1) Jim Ainsworth, Cecilia Cantrell, Phil Davis, Charlie Jaret,
Department of Sociology
Faculty Professional Leave Procedures

Background: The College’s Professional Leave Policy states that "each department or unit should (normally through its executive committee) establish policies and a procedure through which faculty may apply for professional leaves, seeking to maximize opportunity and to minimize the impact of leaves on curriculum." Further, it notes, "Ordinarily only tenured and tenure-track faculty members who are associate professors or professors with six or more years’ service (including probationary credit) with established artistic or research records are eligible for research and development leaves."

Departmental Procedure: Candidates for leave should submit to the Executive Committee by the second Monday in March a proposal which describes the scholarly merit of the research activities to be conducted during the leave and a statement of how the leave will enhance the candidate’s professional development. In addition, the candidate needs to explain how key courses, committee assignments, or administrative responsibilities will be handled in order to minimize the impact of the leave on the curriculum and Department. The Executive Committee will assess the merit of the leave proposals and make recommendations to the Chair. The Chair will rank proposals and forward a recommendation to the Dean’s office by April 1st.

Amended and Approved by Executive Committee: October 15, 2003
Approved by Department of Sociology: October 15, 2003
Guidelines For Faculty Course Preferences

1. Refer to the Graduate Template for the schedule of required and elective graduate courses.

2. Upper division undergraduate courses should alternate between day and night times.

3. Please coordinate your preferences with others who teach the same course or who offer related courses.

4. For questions about the timing of courses see the attached clock schedule.

5. Let's try to keep the Monday 3:00-4:30 period open as a common time for department meetings.

6. Following the spirit of the proposed new workload policy, research-active faculty should plan on a 2-2 teaching load but recognize that a four instructional unit workload is subject to negotiation based on the rationale discussed above.

7. Course preferences should include a combination of undergraduate and graduate courses.

8. The Program Committee will follow the attached Faculty Selection Order for 2004-2005.
This program allows faculty to submit proposals requesting up to $2,000 for activities or equipment that support their research projects.

If you are interested in applying for research support, please submit a three-page proposal with two-pages being devoted to describing exactly what you plan to do (or are doing) and the third page being devoted to the budget. Please be very specific about your research agenda and its connections to future publications and/or grant applications. You may request funds for research-related travel (e.g. to go to training sessions or archives/repositories of data), for data tapes or disks (e.g., tape recorders or transcribing machines for indepth interview research), for GRA support (but check with Toshi about this first), or for anything else that you can make the case is appropriate and beneficial to your project. (If in doubt, just ask.)

Similar to the procedure used for the Summer research grant program, anyone receiving funds will be asked to submit a progress report on their funded project—in this case by May 15.
Department of Sociology
Advisory Board Bylaws

I.  PURPOSE

The Department of Sociology Advisory Board fosters closer ties between the Department, alumni, the business community, and the broader Atlanta community. The Board helps the Department of Sociology achieve its mission by providing the advice and assistance that the members of the board are best qualified to provide.

The Department of Sociology Advisory Board benefits the Department and the College by:

Communications and Public Relations

* Assisting the Department in its efforts to build and enhance its position and reputation as one of the leading undergraduate and graduate programs of Sociology in the Southeast.

* Supporting and promoting the teaching, research, and service activities of the Department.

Development

* Assisting the Department in the accomplishment of its long-range strategic plan.

* Undertaking activities to provide the Department with monetary gifts from individuals, foundations, and businesses and ensuring that all gifts are consistent with the goals of the Department, the College of Arts and Sciences, and Georgia State University.

* Identifying and involving potential donors and interested parties in the life of the Department and the College.

Faculty & Student Affairs

* Assisting the Chair and the Dean in representing the interests and concerns of the Department and College within the University and in the Atlanta community.

* Providing counsel to the Chair and faculty of the Department.

II. MEMBERSHIP

Members of the Advisory Board are individuals of regional or national stature who support the teaching, research, and outreach programs of the Department. The initial Board will be appointed by the Department of Sociology Development Committee. Subsequently, the members will be appointed by the Board with the approval of the Chair of the Department of Sociology.
Length of Term and Reappointment

* Each member serves an initial three-year term that expires at the end of the fiscal year (June 30) following three completed years of service.

III. OFFICERS

* The Chair of the Department of Sociology with concurrence of the departmental Development Committee appoints a Chair of the Board, who takes office July 1 and serves a three-year renewable term. The Board chair, with the approval of the Board and Chair of Sociology, may appoint a Vice Chair who, in the absence of the Chair of the Board, carries out the duties of the Chair.

* The Chair of the Advisory Board will take a leadership role in furthering the mission of the Board.

IV. MEETINGS

* The Board will meet three times a year.

V. COMMITTEES

The Board may, by majority vote of current members and with the approval of the Chair of the Department, create any number of Board Committees. The Board may establish committees consisting of members and non-members as the Board determines.
### APPENDIX D

**SOCIOLOGY FACULTY ROSTER AS OF SEPTEMBER 2004**

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<tr>
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<td>Dr.</td>
<td>Assoc Professor</td>
<td>Sociology</td>
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<tr>
<td>Kim</td>
<td>Jung</td>
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<td>LaRossa</td>
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<td>Professor</td>
<td>Sociology</td>
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<tr>
<td>Norwood</td>
<td>Romney</td>
<td>S</td>
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<td>Asst Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Reid</td>
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<td>Dr.</td>
<td>Asst Professor</td>
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</tr>
<tr>
<td>Reitzes</td>
<td>Donald</td>
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<td>Professor &amp; Chair</td>
<td>Sociology</td>
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<tr>
<td>Sheff</td>
<td>Elisabeth</td>
<td></td>
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<td>Instructor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Simonds</td>
<td>Wendy</td>
<td>S</td>
<td>Dr.</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Stombler</td>
<td>Mindy</td>
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<td>Dr.</td>
<td>Lecturer</td>
<td>Sociology</td>
</tr>
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<td>Whittington</td>
<td>Frank</td>
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<td>Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Zhan</td>
<td>Heying</td>
<td>J</td>
<td>Dr.</td>
<td>Asst Professor</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
Appendix E

Center Reports

The Department of Sociology does not have a Center.
APPENDIX F:  UNIT STRATEGIC PLANS AND GOALS IN PLACE AT THE
BEGINNING OF THE SELF STUDY CYCLE*

Scholarship and Creative Activity

Create a stronger departmental identity by subsuming the research interests of the faculty under two specialties: "Family and Life Course" and "Social Conflict and Inequality."

Set up intellectual study groups or "shops," related to the specialties, with the goal of encouraging collaboration among the faculty and between faculty and students.

Increase the overall size of the faculty to 19 (with the help of 5 additional budgetary lines from the Provost).

Target faculty recruitment to specialties.

Increase the number of female and minority faculty members.

Hire one senior-level (Associate or Full) faculty member.

Create a departmental climate where diversity is valued.

Encourage and support extramural grant seeking, particularly collaborative efforts.

Increase support for travel to professional meetings.

Forge collaborate links with Georgia State's Applied Research Center, Women's Studies Institute, African-American Studies Department, Gerontology Center, as well as with local area institutions, such as the Centers for Disease Control.

Instruction

Increase graduate student stipends to attract and retain high quality students.

Target student recruitment to specialties.

Restructure Ph.D. examinations (toward a set of qualifying exams after basic coursework is completed and a specialty exam after all course work is done).

Critically examine failure rate for Ph.D. examinations.

Offer required courses more regularly.

Devote more attention to the undergraduate program and attract more Sociology majors

Expand evaluation of faculty teaching effectiveness, to include not only written student evaluations but also peer review of course content.

Move toward a "professional training model" in the graduate program (e.g., students should be embraced as "apprentices").
Better integrate graduate students into the Department's life and culture.

Give Graduate Teaching Assistants more opportunities to teach their own courses.

Do not neglect M.A. level students.

Brown-bag colloquia should include presentations by both faculty and graduate students.

Encourage graduate students to publish (e.g., papers presented at professional meetings should be viewed as drafts of publishable manuscripts).

Renovate graduate student carrel room.

**Service**

Continue to support and eventually expand the Departmental internship program

Establish a Departmental Program Committee, consisting of the Chair, Undergraduate and Graduate Directors, and Specialty Chairs, whose responsibilities would include reviewing programmatic changes and scheduling classes.

Create a budget for the Department's Program for the Study of Social and Cultural Change (this Program eventually was eliminated).

**General**

Publish annual report, based on individual faculty reports, presenting quantitative summaries of publications, grant applications, enrollment, majors, degrees awarded, and outreach efforts.

Publicize accomplishments of faculty and students.

Establish measurable criteria by which the Department can assess its national standing.

Improve technological support, to include connecting all faculty and students to a server and creating a computer laboratory.

As the Department grows, office space increasingly will become a serious issue.

* Gleaned from Department of Sociology Program Review Report (February 28, 1995); Sociology External Review Report (July 12, 1995); Sociology Academic Program Review Committee Report (April 23, 1996); Sociology Five-Year Action Plan (October 24, 1997); Provost Memorandum in Response to Sociology Five-Year Action Plan (December 30, 1997).
Mission:
The Department of Sociology at Georgia State University is committed to excellence in the advancement of knowledge about social forces, social behavior, and social change. Through dedicated research, teaching, and service, the Department’s work benefits students, colleagues, policy makers, and the public.

Scope of Assessment Plan
This Assessment Plan will cover achievements and outcomes for undergraduate majors in sociology, sociology graduates, undergraduate students in sociology courses in general education core, graduate students pursuing a MA degree in sociology, and doctoral students in sociology.

Outcomes and Methods

Undergraduate majors in Sociology
The Department of Sociology has identified 5 sets of learning outcomes that reflect the core set of skills that we expect students to master. They include:

I. Analytical Skills
   A. Students acquire the skills to collect data
   B. Students demonstrate appropriate computer skills
   C. Students are able to read and understand sociological research reports/articles

II. Critical Thinking Skills
   A. Students formulate research questions and formulate testable hypotheses
   B. Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions)
   C. Students demonstrate how to use results of analysis to formulate new research questions

III. Communication Skills
   A. Students develop effective written communication and editing skills
   B. Students show appropriate writing conventions and formats
IV. Acquisition of Knowledge

A. Students articulate key sociological concepts and theories

B. Students apply the most up-to-date facts and information about social conditions and problems

C. Students utilize key data sources that provide sociological information and research findings

V. Analysis of Contemporary Questions

A. Students develop the ability to identify, analyze, and suggest solutions to pressing social problems

B. Students analyze contemporary multicultural, global, or international questions

We propose to use a course-embedded assessment procedure for these learning outcomes. Four upper division courses are required of all sociology majors. We will use these courses for our embedded assessments. The course instructor will use a student’s performance on the final exam in Sociology 3010, Social Statistics, to assess his/her analytical skills (A and B) and critical thinking skills (B and C). Sociology 3020, Social Research Methods, is designed to be writing-intensive, following the guidelines for a Writing Across the Curriculum course. The course instructor will use the student’s final research paper to assess analytical skill (C), critical thinking skill (A), communication skills (A and B) and acquisition of knowledge skill (C). The final paper and final exam in Sociology 3030, Sociological Theory, will be used by the course instructor to assess acquisition of knowledge (A) and analysis of contemporary questions skill (B). Lastly, the final exam and term paper assigned in Sociology 3201, Wealth, Power, and Inequality, will be used by the course instructor to assess analytical skill (B) and analysis of contemporary questions skills (A and B).

Note: The assessment of computer competencies (analytical skills-B) will be accomplished by an embedded assessment by the course instructor of Sociology 3010, Social Statistics.

There are a number of advantages to using course-embedded assessments. First, student information gathered from embedded assessments draw on accumulated educational experiences and familiarity with specific areas or disciplines. Second, embedded information often does not require additional time for data collection, since instruments used to produce student learning information can be derived from course assignments already planned as part of the requirements. Third, the presentation of feedback to faculty and students can occur very quickly, creating a conducive environment for ongoing programmatic improvement. Finally, course-embedded assessment is part of the curricular structure and students have a tendency to respond seriously to this method. ([http://www.wisc.edu/provost/assess/mauual/manual2.html](http://www.wisc.edu/provost/assess/mauual/manual2.html)).
# Matrix for Undergraduate in Sociology

<table>
<thead>
<tr>
<th>Analytic Skills</th>
<th>3010 Exam</th>
<th>3020 paper</th>
<th>3030 paper/exam</th>
<th>3201 paper/exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students acquire the skills to collect data</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate appropriate computer skills</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to read and understand sociological research reports/articles</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</table>

**Critical Thinking**

<table>
<thead>
<tr>
<th></th>
<th>3010 Exam</th>
<th>3020 paper</th>
<th>3030 paper/exam</th>
<th>3201 paper/exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students formulate research questions and formulate testable hypotheses</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate how to use results of analysis to formulate new research questions</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</table>

**Communication**

<table>
<thead>
<tr>
<th></th>
<th>3010 Exam</th>
<th>3020 paper</th>
<th>3030 paper/exam</th>
<th>3201 paper/exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop effective written communication and editing skills</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students show appropriate writing conventions and formats</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Acquisition of Knowledge**

<table>
<thead>
<tr>
<th></th>
<th>3010 Exam</th>
<th>3020 paper</th>
<th>3030 paper/exam</th>
<th>3201 paper/exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students articulate key sociological concepts and theories</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students apply the most up-to-date facts and information about social conditions and problems</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students utilize key data sources that provide sociological information and research findings</td>
<td>X</td>
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</table>

**Contemporary Problems**

<table>
<thead>
<tr>
<th></th>
<th>3010 Exam</th>
<th>3020 paper</th>
<th>3030 paper/exam</th>
<th>3201 paper/exam</th>
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</thead>
<tbody>
<tr>
<td>Students develop the ability to identify, analyze, and suggest solutions to pressing social problems</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students analyze contemporary multicultural, global, or international questions</td>
<td>X</td>
<td></td>
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</table>
General Education outcomes provided by sociology courses in the core
Two sociology courses, Sociology 1101, Introductory Sociology, and Sociology 1160, Introduction to Sociology Problems, are part of general education core.

Gen Ed Learning Outcomes

Goal I. Communication
1. Students communicate effectively using appropriate writing conventions and formats.
2. Students communicate effectively using appropriate oral or signed conventions and formats.

Goal II. Collaboration
1. Students participate effectively in collaborative activities.

Goal III. Critical Thinking
1. Students formulate appropriate questions for research.
   Students effectively collect appropriate evidence.
2. Students appropriately evaluate claims, arguments, evidence and hypotheses.
3. Students use the results of analysis to appropriately construct new arguments and formulate new questions.

Goal IV. Contemporary Issues
1. Students analyze contemporary issues within the context of diverse disciplinary perspectives.
2. Students analyze contemporary multicultural, global, and international questions.

Goal V. Quantitative Skills
1. Students effectively perform arithmetic operations, as well as reason and draw appropriate conclusions from numerical information.
2. Students effectively translate problem situations into symbolic representations and use those representations to solve problems.

Goal VI. Technology
1. Students effectively use computers and other technology appropriate to the discipline.

The two courses are designed to provide students with competence in contemporary questions (Goal IV). Instructors will use course embedded assessments based on performance on exams to assess these outcomes.

Sociology graduates

The Department of Sociology uses the Georgia State University Survey of Recent Graduates to assess student outcomes. Thirteen competencies are included:
- Ability to articulate ideas in a clear and concise manner
- Organize and interpret data appropriately
- Ability to locate and organize information from multiple sources
- Effectively use technology
- Work effectively with others
- Work effectively on your own
- Apply scientific reasoning in problem-solving
- Ability to integrate new information with past knowledge
- Analyze problems from different points of view
Develop original ideas
Ability to set goals, prioritize tasks, and meet deadlines
Get along with people of other racial/ethnic backgrounds
Understanding of values and ethical standards.

Two additional items ask about whether:
My academic program has prepared me for advanced study
My academic program provided good preparation for my career.

Graduate students in Sociology

The departmental set of 5 learning outcomes will also be used to assess graduate students.

<table>
<thead>
<tr>
<th>I. Analytical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students acquire the skills to collect data</td>
</tr>
<tr>
<td>B. Students demonstrate appropriate computer skills</td>
</tr>
<tr>
<td>C. Students are able to explain how to read and understand sociological research reports/articles</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>II. Critical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students formulate research questions and formulate testable hypotheses</td>
</tr>
<tr>
<td>B. Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions)</td>
</tr>
<tr>
<td>C. Students demonstrate how to use results of analysis to formulate new research questions</td>
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</table>

<table>
<thead>
<tr>
<th>III. Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students develop effective written communication and editing skills</td>
</tr>
<tr>
<td>B. Students show appropriate writing conventions and formats</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>IV. Acquisition of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students articulate key sociological concepts and theories</td>
</tr>
<tr>
<td>B. Students apply the most up-to-date facts and information to social conditions and problems</td>
</tr>
<tr>
<td>C. Students utilize key data sources that provide sociological information and research findings</td>
</tr>
</tbody>
</table>
V. Analysis of Contemporary Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Students develop the ability to identify, analyze, and suggest solutions to pressing social problems</td>
</tr>
<tr>
<td>B.</td>
<td>Students analyze contemporary multicultural, global, or international questions</td>
</tr>
</tbody>
</table>

For MA degree students, the thesis and thesis defense will be used by the Department to give the students an opportunity to demonstrate a mastery of an array of skills and knowledge appropriate to the discipline. (http://www.wisc.edu/provost/assess/maual/manual2.html). At the thesis defense, the thesis director will assess the student’s performance on the department’s five sets of learning outcomes. For doctoral students, the Ph.D. examination, dissertation, and dissertation defense will provide the basis for the demonstration of a student’s mastery of skills and knowledge. At the dissertation defense, the dissertation director will assess the student’s performance on the department’s five sets of learning outcomes. Doctoral students who aspire to careers in higher education are strongly recommended to enroll in our graduate pedagogy course (Soci 9000) and supervised internship. Student evaluations in the subsequent courses that these graduate students will teach will serve as the instrument to assess their instructional effectiveness.

**Determine how the results will be disseminated and used for program improvement**

The Sociology Department’s Undergraduate Committee (appointed annually and chaired by the Undergraduate Director) will be charged with the evaluation of the data provided by the course embedded assessments of the learning outcomes of majors, and the general education outcomes provided by sociology courses in the core. The department’s Graduate Committee (appointed annually and chaired by the Graduate Director) similarly will evaluate the data provided by the assessment of thesis and thesis defenses, and doctoral examinations, dissertations, and dissertation defenses. After reviewing the data, the committees will determine to what degree each of the learning outcomes are being achieved by majors, general education courses, and graduate students. The two committees will report their findings to the faculty. If the data indicate good to excellent performance, this will indicate that learning outcomes are being successfully achieved by students. If the data do not indicate an acceptable level of attainment of learning outcomes, the Undergraduate and/or Graduate Committee will develop a proposal to modify departmental programs or courses to improve the quality of student learning. These proposals will be presented for discussion, modification, and eventual approval by the faculty. There will also be a general evaluation of our methods of assessment and learning outcomes where suggestions to changes either the methods of evaluation or learning outcomes will be considered and changes formulated.

As part of the Department’s ongoing academic program review, the Self Study Committee will receive the results of the Georgia State University Survey of Recent Graduates for sociology graduates. The committee will review the data and use findings as part of its assessment of the Department’s undergraduate and graduate programs and curriculum.
III. Implementation Timeline

The Assessment Plan described above will begin in Fall 2004 with the assessment of learning outcomes for all students enrolled in the four upper-division required courses for an undergraduate degree in Sociology. The Undergraduate Committee also will select a sample of lower division undergraduate classes for an assessment of the appropriate general education learning outcomes. The Graduate Committee will begin to collect student learning outcome data as students complete thesis and dissertation work throughout the 2004-2005 academic year. Undergraduate and Graduate Committees will make their reports to the faculty in Spring 2005 with recommendations for changes in programs or courses as needed. In the Fall of 2004, the Self Study Committee will analyze the survey of recent graduate data. All learning outcomes will be assessed every three years with a yearly assessment report submitted to the Provost’s Office.
## Learning Outcomes Assessment Form

### MA Degree Students

Name: _____________________________________________      ID#: _________________________

**Indicate the extent to which the thesis and thesis defense fulfill each learning outcome:**

<table>
<thead>
<tr>
<th>Analytical Skills</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>The student has acquired the skills to collect data ........................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student has demonstrated appropriate computer skills .............................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student is able to explain how to read and understand sociological research reports/articles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student can formulate research questions and formulate testable hypotheses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student is able to analyze and interpret data ..........................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student demonstrates how to use results of analysis to formulate new research questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>The student has developed effective written communication and editing skills ......</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student shows appropriate writing conventions and formats ........................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of Knowledge Skills</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student articulates key sociological concepts and theories ......................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student applies the most up-to-date facts and information about social conditions and problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student utilizes key data sources that provide sociological information and research findings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Contemporary Questions Skills</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has developed the ability to identify, analyze, and suggest solutions to pressing social problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The student analyzes contemporary multicultural, global, or international questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Committee Chair:   _____________________________________   Date: ________________
Graduate Director: _____________________________________   Date: ________________
Department Chair: _____________________________________   Date: ________________
Appendix G-2. Learning Outcomes Assessment Form
PhD Degree Students

Name: ___________________________________________ ID#: _________________________

Indicate the extent to which the dissertation and defense fulfill each learning outcome:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Analytical Skills
- The student has acquired the skills to collect data ...................... 1 2 3 4
- The student has demonstrated appropriate computer skills ............ 1 2 3 4
- The student is able to explain how to read and understand sociological research reports/articles ........................................ 1 2 3 4

Critical Thinking Skills
- The student can formulate research questions and formulate testable hypotheses ................................................................. 1 2 3 4
- The student is able to analyze and interpret data ............................ 1 2 3 4
- The student demonstrates how to use results of analysis to formulate new research questions .............................................. 1 2 3 4

Communication Skills
- The student has developed effective written communication and editing skills ............................................................................... 1 2 3 4
- The student shows appropriate writing conventions and formats ... 1 2 3 4

Acquisition of Knowledge Skills
- The student articulates key sociological concepts and theories ...... 1 2 3 4
- The student applies the most up-to-date facts and information about social conditions and problems ................................. 1 2 3 4
- The student utilizes key data sources that provide sociological information and research findings .............................................. 1 2 3 4

Analysis of Contemporary Questions Skills
- The student has developed the ability to identify, analyze, and suggest solutions to pressing social problems ......................... 1 2 3 4
- The student analyzes contemporary multicultural, global, or international questions .............................................................. 1 2 3 4

Committee Chair: ____________________________________ Date: ________________
Graduate Director: ___________________________________ Date: ________________
Department Chair: ___________________________________ Date: ________________
Sociology 3020: Social Research Methods

Fall 2004
Georgia State University

Meeting times: Mondays and Wednesdays 1:30pm-2:45pm,
300 Classrooms South

Professor: James Ainsworth, Ph.D.
Office #: (404) 651-1849
Home #: (404) 635-1472
E-mail: ainsworth@gsu.edu
Office Hours: Monday and Wednesday 3:30pm-5:00pm (or by appointment) in General Classrooms Building 1063

Course Content
This course covers the major research techniques which sociologists use to observe and interpret the social world. The first half focuses on issues of the logic of research and research design and the general procedures for research design. The second half will deal more specifically with a variety of particular techniques of gathering data: surveys, experiments and quasi-experiments, field and observational methods. This course aims to make students more knowledgeable practitioners, consumers, and evaluators of social science data and research.

Writing Intensive Course
This course is designated as writing intensive. That means that throughout the semester you will be asked to write several different types of products for different purposes. These will include exit essays, in-class writing to learn activities, short and concise response essays, and several formal papers (some of which will build on one another into your final project). From time to time, you will also be asked to peer-review your classmates’ writing.

Required Readings

A packet of additional readings and lecture notes will be available on WebCT or made available in class.
Requirements

Class Participation and Attendance
Attendance is required because most of the course materials will be explained more fully in lectures and some material is covered only in lecture. Students are responsible for all information provided in lectures and class discussions. If you must miss class, be sure to get notes from someone else in the class. You are also responsible for any announcements made during the class. Also, because you will be completing projects that require continual feedback, attendance is critical so that you do not fall behind. If you miss the first day of class, that absence will be counted against you. Attendance is worth 10% of your course grade.

Class participation means more than just attending class. You are also expected to be intellectually engaged in the class. Throughout the semester you will be required to participate in in-class group activities. Class participation is worth 15% of your course grade.

Five Main Homework Assignments
Five homework assignments will be made throughout the semester, you are required to complete the first three and one of the last two. These not only will help you to learn the material discussed in the readings and in class, but the first three will also aid in the completion of the final research project (see below). Together these assignments are worth 20% of your course grade (each is worth 5% of your grade). All assignments must be typed and turned in at the beginning of class on the due date. (You will have access to a computer lab facility with word processors and printers for this purpose. If you don't know how to use a word processor, there is a computer tutorial available to teach you.)

Late assignments will not be accepted without penalty unless there is an emergency situation and you contact me WITHIN 48 HOURS OF THE DUE DATE or in nonemergency situations, you contact the professor AT LEAST 24 HOURS PRIOR TO THE DUE DATE. Otherwise, late assignments will be penalized for each day that it is late.

Final Research Project/Exam
A final research project OR final exam is also required. A detailed outline of the research project and paper requirements will be distributed and discussed during the course of the semester. This project is worth 25% of your course grade. The paper is due on December 16th by 5:00pm. If you choose to take the final exam it will be held on December 16th at 5pm. **IN ORDER TO EARN AN ‘A’ IN THE COURSE, YOU MUST EARN AT LEAST A ‘B’ ON THE FINAL PROJECT.**

Midterm Exam
There will be a mid-term exam tentatively scheduled for March 1st. The mid-term counts for 30% of the course grade. The mid-term exam will consist of multiple-choice questions.

No make-up exams will be permitted unless there is an emergency situation and you contact me WITHIN 48 HOURS OF THE EXAM DATE.

Notes
Failure to complete both the midterm exam and the final project/exam will result in a failing grade. Unclaimed papers, exams, and assignments will be kept until the end of Fall Semester 2004 and then discarded.
Grading Scale based on 1000 points:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>650-699</td>
<td>D</td>
</tr>
<tr>
<td>0-649</td>
<td>F</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

*Dates are tentative and subject to change. Any changes in dates will be announced in class. You are responsible for finding out about announcements made in class.*

************DATES NEED TO BE UPDATED************

1. The Scientific Method: How We Know What We Know.
   Readings:
   - Babbie, Chapter 1, "Human Inquiry and Science"
   - Babbie, Chapter 2, "Paradigms, Theory, and Research"
   - Babbie, Chapter 3, “The Ethics and Politics of Social Research”

**ASSIGNMENT 1 due on or about September 20th.**

2. Measurement and Research Design
   Readings:
   - Babbie, Chapter 5, "Conceptualization, Operationalization and Measurement"
   - Babbie, Chapter 4, "Research Design"

**ASSIGNMENT 2 due on or about October 11th.**

**MID-TERM EXAM on or about October 20th.**

3. Survey Research and Sampling
   Readings:
   - Babbie, Chapter 9, "Survey Research"
   - Babbie, Chapter 7, "The Logic of Sampling"

**ASSIGNMENT 3 due on or about November 3rd.**

4. Experimental Design, Simple Analyses and Field Research
   Readings:
ASSIGNMENT 4 or 5 due on or about December 8th.

RESEARCH PAPER DUE on December 15th at 5pm.
OR
Final Exam on December 15th at 12:30pm.
“If we knew what we were doing, it wouldn't be called research.” -- Albert Einstein

OBJECTIVES
Our society is tremendously complex and making decisions, be they at the macro-level of the government or the micro-level of the individual, requires up-to-date information about the social world in which we live. This course is designed to provide you with an overview of how research is designed and conducted in sociology so that you can be a critical consumer of the massive amounts of data you are confronted with on a daily basis. This is a hands-on course that takes you through the process of conceptualizing and planning a research project, an important exercise for future producers, consumers and subjects of research. So while you may not use these techniques to conduct research in your current or future careers, hopefully you will use your knowledge of these techniques in your everyday lives.

PREREQUISITES
Students in this course are required to have successfully completed Sociology 3010-Social Statistics. If you have not taken this course, see me immediately.

COURSE REQUIREMENTS
This is not simply a lecture course in which you take notes and regurgitate what I have said on an exam. This class requires significant preparation and active engagement in class activities and assignments. It may very well be the most difficult, but most rewarding, class in the major.

Research Proposal (30%)
On December 14th you will submit a research proposal. Think of this proposal as the final research or term paper for this class. In this proposal you will develop a research protocol for answering some substantive question of your choosing. You will not actually conduct this research, but you will instead be evaluated on the appropriateness, feasibility and thoroughness of the methodological framework you develop to answer your research question(s). This paper
should be approximately 20 pages in length and adhere to the guidelines that are posted on
WebCT and distributed in class.

Research Proposal Presentation (5%)
In lieu of a final exam in this class, you are required to make a formal presentation of your
research proposal. Your presentation should be approximately 10 minutes long (an exact time
limit will be established later in the semester when the number of students in the class is
finalized). You will be evaluated on both the style and substance of your presentation, therefore
some form of visual aides will be required (overheads, Power Point slides, etc.). I will distribute
more detailed information in class (information is available on WebCT now). The presentations
will take place during the final three class meetings and during the exam period. I will take
attendance on all presentation days, including the final exam period, regardless of when you are
presenting your own research proposal.

Research Assignments (30%)
Over the course of the semester, you will complete six individual assignments related to your
research proposal. These assignments will take you step-by-step through the process of
developing your proposal. I will distribute written instructions and discuss each assignment in
class. Written instructions are also available on WebCT. As discussed under policies, grades
decrease dramatically for late assignments. You are responsible for turning in all assignments by
the beginning of class on the date due. All assignments must be typed and multiple pages must
be stapled. As discussed below, you are required to submit rough drafts of each of these
assignments for peer review.

Rough Drafts/Peer Review (5%)
A primary goal of this course is improved writing. The only way to improve one’s writing is to
write, edit and revise. You will submit a rough draft of each research proposal assignment to an
assigned research group member. That person will evaluate your rough draft and you will revise
your writing based on their evaluation before submitting it for a grade. I will grade rough drafts
for completeness and timeliness. In order for your rough draft to be considered on-time, you
must either have it with you in class on the designated day (see the course schedule) or you must
post it to WebCT by the beginning of class on the scheduled day.

For each assignment, you will evaluate a peer’s rough draft. Each peer review will be graded for
completeness, timeliness, and soundness of evaluation. Peer reviews will be judged on-time if
you have it to give to the author in class on the designated day (see the course schedule) or you
have given it to the author before class starts on that day. You must turn in your peer reviewed
rough drafts with your final draft, or you will not receive credit for either.

Quizzes (20%)
To facilitate informed classroom discussion and a thorough understanding of course material,
there are six reading quizzes scheduled throughout the semester. The quizzes will be
administered online via the class WebCT page. You can take the quizzes at anytime, but they
must be completed by 2:30 p.m. on the due date. There are no exceptions to this due date/time.
If you are one prone to computer problems I suggest you take your quiz early so that you can
contact me in advance of the due date if you run into difficulty. In anticipation of some
computer snafus, I will drop the lowest quiz score from your final grade. In addition, there is a practice quiz on WebCT that you can take at anytime, and as many times as you need, to be sure your system is working correctly.

The quiz format consists of twenty multiple-choice questions. Each quiz covers the reading material listed below. The quiz questions come directly from the reading material, hence you are welcome to use your textbook in taking the quizzes. Be aware, however, that you are only allowed one hour to complete each quiz. If you begin the quiz without having thoroughly read the material you will not be able to successfully complete the quiz in the allotted time. The quiz dates and material are:

<table>
<thead>
<tr>
<th>Quiz #</th>
<th>Date Due (by 2:30)</th>
<th>Chapter(s) Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>Tuesday, September 14th</td>
<td>Singleton and Straits, Chapt. 3</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Thursday, September 30th</td>
<td>Singleton and Straits, Chapt. 4</td>
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<tr>
<td>Quiz 3</td>
<td>Thursday, October 7th</td>
<td>Singleton and Straits, Chaps. 8-9</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Thursday, October 21st</td>
<td>Singleton and Straits, Chapt. 10</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Tuesday, November 4th</td>
<td>Singleton and Straits, Chapt. 5</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>Thursday, November 18th</td>
<td>Singleton and Straits, Chapt. 11</td>
</tr>
</tbody>
</table>

**Attendance (10%)**
Regular and timely attendance is essential to your success in this class. I will take attendance at every class meeting and on the final exam day. I do not excuse absences except in the limited cases of university approved activities, required court appearances, religious holidays of your faith, and emergency room visits. (All of the above must be officially documented in writing and make-up assignments must be completed within one week.) I will calculate your attendance grade simply at the percent of class you attend.

**EVALUATION**
Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>30%</td>
<td>Tues., December 14th</td>
</tr>
<tr>
<td>Proposal Presentation</td>
<td>5%</td>
<td>December 2nd, 7th, 9th, or 14th</td>
</tr>
<tr>
<td>Research Assignments</td>
<td>30%</td>
<td>throughout the semester</td>
</tr>
<tr>
<td>Rough Drafts/Peer Reviews</td>
<td>5%</td>
<td>throughout the semester</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>20%</td>
<td>throughout the semester</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>throughout the semester</td>
</tr>
</tbody>
</table>

Your final letter grade, as well as all assignments, will be calculated on the following scale:

- A  90-100
- B  80-89
- C  70-79
- D  60-69
- F  <60
- W  Withdrawal from course on or before October 15th with a passing average to date
WF Withdrawal from course after October 15th or withdrawal before October 15th with a failing average up to that date
I Incomplete, given only with my prior approval and only in cases of extreme hardship

REQUIRED READINGS
Come to class having read all of the readings listed for that day. In other words between now and the beginning of class on Thursday you need to read Chapter 1 in Approaches to Social Research (4th Edition). Read assigned readings in the order they are listed on the syllabus. Be aware that there is important material in the textbook that we will not discuss in class and vice versa.

The following books are required for this class. They are available in the GSU bookstore. They may also be available at the Pullen library, the Georgia Bookstore or for purchase online.

IMPORTANT NOTE: The 4th edition of Singleton and Straits is brand new and may be impossible to obtain used. You may use the 3rd edition instead. I have written the quiz questions so that they can be answered using either edition. (If you are using the 3rd edition, see the WebCT discussion board for a list of what to read when). I strongly discourage using any edition earlier than the 3rd. Any edition of Strunk and White is acceptable.


There is one other reading that is required. It will be distributed in class.


INTERNET COMPONENT
As mentioned above, there is a WebCT page designed to accompany this course. To access the course WebCT page go to http://webct.gsu.edu. Select My WebCT, and enter your username and password. Your student WebCT username and initial password is the same as your GSU email username and initial password. If you haven’t already done so, you can obtain your email username and password from http://www.student.gsu.edu. If you have any trouble with your username or password, email webct@gsu.edu.

In addition to numerous helpful study aides, all of your quizzes will be taken online via the course WebCT page. Further, the web page will serve as our primary form of communication between class meetings, therefore I strongly recommend that you make a habit of checking the course web page regularly. If you have problems or questions with the course post them to the course discussion area. You will be surprised how many people will have the same question that you do. Also, the Teaching Assistant will hold online office hours in the WebCT chatroom.
POLICIES

Policy on Academic Honesty
As a student at GSU you have agreed to adhere to the tenets of the Policy on Academic Honesty. If you have not already done so, please familiarize yourself with this policy, which is published in On Campus: The Student Handbook (available at http://www.gsu.edu/~wwwcam/). I take issues of academic integrity very seriously; I will impose a failing grade in the course as an academic penalty for infractions of this policy. I will also report violations to the chair of the Sociology Department and the dean of the College of Arts and Sciences for the determination of a disciplinary penalty as well.

Plagiarism is a particular problem in a course with as much writing as this course. It is not as easy to avoid plagiarism as you may think. I have found that students taking this course are not always adept enough at paraphrasing, citing, and using quotes to avoid plagiarism. I will discuss plagiarism in class and there are links to discussions of plagiarism on the WebCT page. Take care in your writing so as to avoid unintentional plagiarism. Further, avoid any temptation to intentionally violate the university policy on academic honesty. If you are having any problems completing course assignments, please see me immediately. If you have any questions as to whether or not a certain action is in violation of this policy, ask me about it. This is not a situation in which it is better to beg forgiveness than ask permission.

Attendance
Ten percent of your grade is based on attendance. It is therefore in your best interest to make it to class. Some absences may be unavoidable, but be aware that I do not grant excused absences with the limited exceptions discussed above. If you must be absent please be aware that you are responsible for all announcements, assignments, and material covered during class time. Check the web site and check with your classmates if you miss class. Also note my policy regarding late arrivals, below.

Completed rough drafts, peer reviews, and assignments, including the research proposal, are due at the beginning of class on the scheduled date. I will deduct points from late assignments unless you have a compelling and verifiable reason (hospitalization is compelling, vacation plans are not). Computer problems (hard drives crashing, printer trouble, crowded computer labs, etc.) do not qualify as legitimate reasons for submitting late assignments. Plan ahead; computers have an uncanny knack for wrecking havoc with assignments being written at the last minute. I will deduct 10 points per day for assignments turned in after the scheduled date. If you have a compelling reason for submitting a late assignment or proposal, you must speak with me about your situation at least one week in advance or, in cases of emergency, as soon as possible.

Accommodations
Please speak with me privately if there is anything that may adversely affect your ability to complete course requirements so that we may discuss reasonable accommodations. Such conditions include, but may not be not limited to, disabilities documented with the Office of Disability Services. I encourage you to speak with me early in the semester since accommodations cannot be made retroactively.
Office Hours
You could not ask for more assistance in this course! There is both a traditional Teaching Assistant and a Writing Consultant available to you. The Writing Consultant is trained specifically to provide feedback on your writing. She and I will grade all of your assignments together. She will not attend class, but she is available during scheduled office hours and by appointment to read drafts of your work and give you individualized instruction. The Teaching Assistant will attend class and will hold office hours online in the course WebCT chatroom. You can log-in on Fridays between 12:00 and 2:00 for real-time assistance. She can answer questions about assignments, help you with quizzes, provide class notes, etc.

General Courtesy
Be on time. If I can make it here on time, so can you. I emulate my favorite stodgy old professor in college by closing the door at the beginning of class. A closed door indicates that class has started and you are late. Think long and hard before you open that closed door and enter class late. It is extremely disruptive and I do notice. (In fact, it is my personal pet peeve.) Most importantly, I do not give attendance points to those who enter class late.

Don’t leave early. You have all heard the saying “It ain’t over ‘till the fat lady sings.” In this class I am the fat lady. Do not close a notebook or put a cap on a pen until I conclude my lecture or wrap up the class discussion. I will respect you by ending this class on time, if not early. Please respect me by waiting to pack up your gear until I am done.

Turn off your cell phones and anything else that may cause a distraction, including yourself. The acoustics of the classrooms at GSU are such that I can hear just about all chatting in the room. This is very distracting to me and, hence, very distracting to the rest of the class. You are paying $300+ to be in this classroom. Don’t waste your money or make others waste theirs. (By the way… I will require you to leave if you can’t keep quiet!)

Most importantly, respect the ideas and opinions of others. Even in research methods, some topics that we discuss in this class may lead to heated debates. You may feel strongly about what you have read or what we are discussing, but always keep an open mind and show respect to everyone, especially those with whom you disagree.

CAVEAT
Please note that I reserve the right to change anything listed on this syllabus by advance, in-class verbal and/or on-line notification.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/24</td>
<td>Introductions</td>
<td></td>
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</tr>
<tr>
<td>Th 8/26</td>
<td>What is Social Research?</td>
<td>Singleton and Straits Chapt. 1</td>
<td></td>
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<tr>
<td>T 8/31</td>
<td>Approaches to Social Research</td>
<td>Singleton and Straits Chapt. 2</td>
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<tr>
<td>Th 9/2</td>
<td>Writing for the Social Sciences</td>
<td>Strunk and White All</td>
<td></td>
</tr>
<tr>
<td>T 9/7</td>
<td>Library Instruction Workshop (Meet in Library North seminar room, 2nd floor.)</td>
<td>Singleton and Straits Chapt. 17</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>Th 9/9</td>
<td>Research Design</td>
<td>Singleton and Straits Chapt. 3</td>
<td></td>
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<tr>
<td>T 9/14</td>
<td>Research Design (cont.)</td>
<td></td>
<td>Quiz 1 Due By 2:30 p.m.</td>
</tr>
<tr>
<td>Th 9/16</td>
<td>Research Design (cont.)</td>
<td></td>
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</tr>
<tr>
<td>T 9/21</td>
<td>Research Ethics</td>
<td>Singleton and Straits Chapt. 16</td>
<td>Assignment 2 Rough Draft Due</td>
</tr>
<tr>
<td>Th 9/23</td>
<td>Research Ethics (cont.)</td>
<td></td>
<td>Assignment 2 Peer Review Due</td>
</tr>
<tr>
<td>T 9/28</td>
<td>Measurement</td>
<td>Singleton and Straits Chapt. 4</td>
<td>Assignment 2 Final Draft Due</td>
</tr>
<tr>
<td>Th 9/30</td>
<td>Measurement (cont.)</td>
<td></td>
<td>Quiz 2 Due By 2:30 p.m.</td>
</tr>
<tr>
<td>T 10/5</td>
<td>Survey Research</td>
<td>Singleton and Straits Chapts. 8-9</td>
<td>Assignment 3 Rough Draft Due</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>Th 10/7</td>
<td>Survey Research (cont.)</td>
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<td>Quiz 3 Due By 2:30 p.m.</td>
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<td>Assignment 3 Peer Review Due</td>
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<tr>
<td>T 10/12</td>
<td>Survey Research (cont.)</td>
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<td>Assignment 3 Final Draft Due</td>
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<tr>
<td>Th 10/14</td>
<td>Quantitative Analysis</td>
<td>Singleton and Straits Chpts. 14-15</td>
<td></td>
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<tr>
<td>T 10/19</td>
<td>Field Research</td>
<td>Singleton and Straits Chapt. 10</td>
<td>Assignment 4 Rough Draft Due</td>
</tr>
<tr>
<td>Th 10/21</td>
<td>Field Research (cont.)</td>
<td></td>
<td>Quiz 4 Due By 2:30 p.m.</td>
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<td></td>
<td>Assignment 4 Peer Review Due</td>
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<tr>
<td>T 10/26</td>
<td>Field Research (cont.)</td>
<td></td>
<td>Assignment 4 Final Draft Due</td>
</tr>
<tr>
<td>Th 10/28</td>
<td>Qualitative Analysis</td>
<td>Lofland and Lofland Chapt. 9 (in-class handout)</td>
<td></td>
</tr>
<tr>
<td>T 11/2</td>
<td>Sampling</td>
<td>Singleton and Straits Chapt. 5</td>
<td>Assignment 5 Rough Draft Due</td>
</tr>
<tr>
<td>Th 11/4</td>
<td>Sampling (cont.)</td>
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<td>Quiz 5 Due By 2:30 p.m.</td>
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<td>Assignment 5 Peer Review Due</td>
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<tr>
<td>T 11/9</td>
<td>Sampling (cont.)</td>
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<td>Assignment 5 Final Draft Due</td>
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<tr>
<td>Th 11/11</td>
<td>Sampling (cont.)</td>
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<tr>
<td>T 11/16</td>
<td>Using Available Data</td>
<td>Singleton and Straits Chapt. 11</td>
<td>Assignment 6 Rough Draft Due</td>
</tr>
<tr>
<td>Th 11/18</td>
<td>Using Available Data (cont.)</td>
<td></td>
<td>Quiz 6 Due By 2:30 p.m.</td>
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<td></td>
<td>Assignment 6 Peer Review Due</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>T 11/30</td>
<td>Multi-Method Research</td>
<td>Singleton and Straits Chapt. 12</td>
<td>Assignment 6 Final Draft Due</td>
</tr>
<tr>
<td>Th 12/2</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>T 12/7</td>
<td>Presentations (cont.)</td>
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<tr>
<td>Th 12/9</td>
<td>Presentations (cont.)</td>
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<tr>
<td>T 12/14</td>
<td>Presentations (cont.)</td>
<td></td>
<td>Research Proposal Due</td>
</tr>
<tr>
<td>2:45–4:45</td>
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</tbody>
</table>
Sexuality and Society

Dr. Mindy Stombler
Department of Sociology
Georgia State University

E-mail: stombler@gsu.edu
General Classroom Building 1062
Office Phone: 404-651-2806
Departmental Phone: 404-651-2285

Fall 2004
SOCL 3156 (84060)
MW 12-1:15
700 General Classroom Building (GCB)

Required Text:


*I placed an exclusive order for your text at Park Place Bookstore. While it is available elsewhere, Park Place guarantees that they will either have a copy of this text when you go to purchase it or they will ship a book for you via next-day or two-day air. Park Place Bookstore: (404) 525-5100; 22 Park Place South.

Required Materials:

Folder with two pockets on inside with name clearly written on outside top right-hand corner

Course Objectives: When people think about sexuality they often adopt a biological view—seeing sexuality as “driven” by hormones and nature. My first goal in this course is to encourage students to use a sociological lens to view all areas of sexuality. To do this, we will explore the ways in which sexuality is both socially constructed and socially controlled. My second goal is to dispel myths about sexual behavior and practices. To do this I will present research findings from reputable sex research projects. Ultimately I hope you will deconstruct some of the current ways we categorize sexual attitudes and behaviors, giving you a broader understanding of the complex nature of sexuality. In the process, I will challenge you to improve your critical reading and writing skills and to see writing as a process that involves continuous revision. The methods of instruction will be lectures, writing exercises, in-class exercises and discussions, films, and supplemental readings. Our main topics of exploration will be:

- Categorizing Sexuality
- Researching Sexuality
- Representations of Sexuality (including Media)
- The Sexual Body
- Learning about Sexuality
- Sex Practices
- Sexual Health and Disease
- Social Control of Sexuality
- Sexual Violence
- Commercial Sex

While I hope that the things you learn in Sexuality and Society will be applicable to your own lives, this class is not a ‘how to’ or ‘self-help’ course. For example, I do not teach women how to
have orgasms (sorry!). I’m more likely to talk about how women’s orgasms occur at different rates across cultures and subcultures, indicating that even a private sexual response, like an orgasm, is influenced by social forces. Students wishing to learn more about sexual anatomy, sexual positions, physiology, and sexual response would be better served in a Human Sexuality course on campus.

Office Hours: I will hold office hours on Mondays and Wednesdays from 10:30-11:30 in 1062 General Classroom Building. Most students prefer to schedule appointments with me to accommodate their schedules. If you wish to make an appointment, I ask that you e-mail me with a list of times you can meet me and I will e-mail back quickly with a confirmed appointment time.

Teaching Assistant: Ryan Burgeson is the teaching assistant for this course. Ryan is responsible for going over exams with students who wish to improve their scores, individualized tutoring, and recording grades in WebCT. Ryan will also present analyses/syntheses of data from student writing assignments to the class and may guest lecture, on occasion. He may also serve as an on-line discussion leader. Ryan’s office hours: Mondays 3-4 and Tuesdays 2-3. For questions or appointments, e-mail Ryan at: rburgeson1@student.gsu.edu.

Writing Consultants: Because I value lucid communication, I have hired three advanced graduate students to serve the class as Writing Consultants for this course. In the past, students have turned in substandard papers for me to read, most of them first drafts masquerading as final drafts. We want you to think about writing differently, as a process that requires multiple stages of revision.

Writing Consultants:

- Read drafts of any formal written work for this course if submitted one week in advance of the due date.
- Grade written work.
- Brainstorm with students during the “idea phase” of any assignment.

Writing Consultants are not Teaching Assistants. They are only involved in the writing component of this course. Do not seek their assistance on exams, course content, administrative questions, etc.

If you have a question that pertains to comments made on your written work, you may schedule an appointment with a Writing Consultant. Please schedule your appointment by e-mail:

Cameron Lippard: cnhlippard@earthlink.net
Elroi Waszkiewicz: elroi11@hotmail.com
Tara Stubbs: TaraEStubbs@yahoo.com

Course Disclaimer: Lectures, readings, videos, discussions, music, and other course content will include graphic descriptions of sexual activity and use sexual slang (such as when quoting research respondents or in song lyrics). Some videos depict graphic sexual activity. Students who worry they may be too sensitive to participate in this course may want to discuss their apprehensions with me before they commit to completing it. We will also discuss a wide range of sexualities and sexual activities, some of which may make you feel uncomfortable. Your job is to learn about and attempt to understand them to the best of your ability. Furthermore, by attempting to work through your discomfort, you will continue to meet our goal of understanding sexuality from a sociological perspective. Through lectures, readings, discussions and presentations, our goal is for everyone to listen to and learn from the various perspectives we discuss. The more we respect the differences of experience presented in the class, the more we will learn.
Basis for Grade: Your course grade will be based on:

- Exams (4, in-class) (70%)
- Reading Reviews Portfolio (20%)
- In-class writing exercises (10%)
- 100%

Exams (70%): The four in-class exams are designed to assess your level of understanding of classroom presentations and course readings. Exams will consist of challenging multiple-choice questions (around 70% will come from lecture and other in-class materials, while 30% of exam questions will come from readings). There will be no make-up exams in this class (no medical, funeral, or wedding excuses accepted) unless you are absent because of official university business and you alert me in advance, in writing. Instead, students will be allowed to drop the lowest of their first three exam scores. You may not drop your fourth exam grade! Exam 4 is scheduled for the last day of class. It is your responsibility to compare my exam dates to the exam dates in your other classes before committing to my class. If, for some reason, you have multiple exams on Wednesday, December 8, you need to consider either dropping one of the classes or advanced rescheduling. Be sure to bring a “number two” pencil to class on exam days.

Reading Reviews Portfolio (20%): In order to engage you in the reading material beyond preparing for the exam questions and to foster critical thinking, all students will complete a Reading Reviews Portfolio. The Portfolio will consist of 4 well-written and well-organized papers based on your reading assignments that each address the same set of questions and are similarly formatted. You will have four opportunities to turn in your Portfolio and to receive feedback and grades. A full description of this assignment can be found attached to the back of your syllabus (Appendix A). Late papers are not accepted.

In-Class Writing Exercises (10%): To encourage participation, discussion, writing and applied critical thinking, students complete 10 in-class writing exercises throughout the semester. These assignments encourage students to discover more about themselves, their peers, and their relationship to the course content. In-class writing exercises usually involve students spending time crafting written responses to questions I raise in class, reacting to material we are discussing that day. Poorly crafted responses will not receive credit. These exercises will not be announced and completion will be considered a reward for attendance. Since these are in-class exercises, students will not be able to “make-up” the exercises if they are absent from class during an exercise day or arrive during or after the exercise.

Are you the type of person who likes to weight your exam scores as low as possible? Do you prefer creative written opportunities to demonstrate your mastery of course material? If so, you may want to participate in The Optional 10. The Optional 10 is neither extra credit nor a form of bonus points; it is simply a way to decrease the weight of your exam average by 10% (from 70% to 60%) and to replace it with the grade you earn on one of two Optional 10 assignments. These assignments are described in Appendix B of this syllabus. If you choose to complete an Optional 10 assignment, you will calculate your final grade as follows: Exams (60%), Reading Reviews Portfolio (20%), In-class writing assignments (10%), Optional 10 assignment (10%) for a total of 100%. More good news about the Optional 10 assignment: If the grade you earn on your Optional 10 assignment actually lowers your final course grade, I won’t count it (and I’ll return your exam weight back up to 70%). It’s a win-win situation!
Discussion: While the class, due to its size, is primarily structured as a lecture-based class, students are encouraged to participate in structured discussion and to ask questions and comment interactively during the lecture. If you don't feel comfortable discussing an issue in class, feel free to use the discussion board on WebCT or e-mail/write me a note.

I expect students to be respectful of one another. This means that when a student or the professor has “the floor,” the rest of the class is silent. It also means that students do not personally attack one another or make derogatory comments.

We may also periodically post discussion questions on the discussion board on WebCT. Feel free to participate in these discussions as well. The same discussion rules about respectfulness apply to on-line discussions.

The Giggle Factor: Because we are not used to talking openly about sex in our society, there is a “giggle factor” associated with the types of material we will discuss in class. It usually takes a week before we can say “penis” without someone giggling. Humor is healthy in the classroom, especially when talking about sex. Students appear to enjoy my use of sexual innuendo as part of my lecture and discussion, even when it is (often) unintended! However, running your own discussions during class (chatting, giggling amongst yourselves, etc.) will result in forcing me to ask you to leave the class for the day. It is simply too disruptive to me and to other students to be tolerated.

General Policies:

1. **Student Contract**: This syllabus is a contract. You are responsible for understanding the course objectives, basis for your final grade, important dates, and course policies. Know your syllabus! I communicate my expectations through this document. If you have a procedural question, please review your syllabus (my communication to you) before asking.

2. **Attendance**: Students are expected to attend class regularly and usually do, but attendance is not required (so there is no need to call me if you’re going to have to miss class unless it is for an extended period of time). Class is more productive and enjoyable when students attend each day and are caught up on the material. Plus, since around 70% of exam questions come from lecture materials that are not necessarily repeated in the text, students must attend class to pass exams. Students who are not attending an in-class writing exercise day will lose those points from their final grade.

3. **Tardiness**: We live in Atlanta: land of traffic-jams. Since moving here the highways have been jammed up with chicken parts from a rendering plant, baby powder, and toilets falling off trucks. I was once tied up because traffic slowed to watch a man vomiting on the Downtown Connector. We will all be late to class at some point in the semester. If you are late, please try to enter as inconspicuously as possible. Class and university policy prohibits habitual tardiness since late entries are so disruptive to other students. I have the right to drop habitually late students from my class. Before committing to this class you need to determine if you’ll be able to get here on time.

Similarly, if you must leave class *early*, please inform me before class begins.

4. **Academic Honesty**: Cheating of any kind will be grounds for a grade of F for the course as well as any additional university action that may be warranted. As dictated by University Policy, “faculty have the responsibility to enforce the requirement that students refrain from dishonorable or unethical behavior.” Plagiarism is also included in the University's definition of cheating. If you are unclear what constitutes plagiarism, see me! Ignorance will not serve as a valid excuse if you are caught. If I give extra credit opportunities during the semester, they also fall under the same cheating and plagiarism guidelines as other assignments. In the past I have had to fail students for copying other students’ extra credit assignments or for taking information from the Internet.
(and other sources) and representing it as their own work. Don’t do it! Unclear exactly what
plagiarism is? My WebCT page for this class has a section called “Writing Consultant’s Corner.”
There is a wonderful plagiarism prevention document posted there.

5. **Disabilities:** Students with some special reason for modified testing procedures or note-taking
procedures should contact me as soon as possible so appropriate arrangements can be made.
Disability Services: 3-9044 or 3-9049

6. **Religious Holidays:** If, after reading the syllabus, you discover that I have assigned a test or
assignment due date for a holy day of your faith, please let me know by the second week of
class. Furthermore, if you will be missing any class as a result of holy days this semester, please
inform me by the second week of class in writing.

7. **Withdrawals:** **Friday, October 15** is the last day to withdraw from a full semester class and
receive a possible grade of W, except for hardship withdrawal. Students considering withdrawing
from class should see me before withdrawing so I can let them know if they would receive a “W”
or “WF”. In addition, instructors must (on October 15) give a WF to all those students who are on
their rolls but no longer taking the class and report the last day the student attended or turned in
an assignment. Students who are involuntarily withdrawn may petition the department chair for
reinstatement into their classes.

8. **Phone numbers:** Learning Assistance Unit (Counseling Center) 1-2211; Writing Center 1-
2906; Computer Center 1-2639; Student Support Services Program 1-3357; Academic Affairs
Minority Programs 1-1148; Security Emergencies 1-3333; Discrimination Hotline 1-1706;
University Ombudsperson 1-2220 (includes sexual harassment complaints).

9. **E-mail Guidelines:** Because of high volume, I have established simple guidelines for
correspondence. Feel free to e-mail me at any time, on any topic. In the “SUBJECT:” category of
your message you need to identify your course name and day. Example:

   To: Stombler@gsu.edu
   From: YourName@aol.com
   Subject: 12:00 Sexuality & Society

   This helps me to organize my mail and prioritize your message.

   My response rates:
   Fastest: directly emailing me like you see above
   Fast: emailing me through my WebCT page
   Slow: leaving me a voice mail on my office phone

10. **Calculating your grade:**

    Sample:
    Exam 1: 69
    Exam 2: 73
    Exam 3: 75
    Exam 4 (final): 85
    Reading Reviews Portfolio final grade: 80 (see Appendix A for formula to calculate this)
    In-class writing assignments: 100 (since attended all 10)
    Drop the 69 since it is the lowest exam grade (remember you can’t drop the fourth exam grade,
even if it is your lowest). Add 73, 75, and 85 to get 233. Divide by 3 to get an average exam
    score of 77.66. Take 77.66 and multiply it by .70 (since your exam average is worth 70%) and
    this gives you 54.37 points. Take your Reading Reviews Portfolio final grade of 80 and multiply it
    by .20 (since it is worth 20%) and this gives you 16 points. If you attend all 10 in-class writing
    assignments you earn “100” (or “90” if you make 9, “80” if you make 8, etc.). Multiply 100 by .10
    (since in-class writing assignments are worth 10% of your final grade) and you get 10 points. Add
    54.37, 16, and 10 and you get 80.37 or a “B” in the class.
11. **Posting of Grades**: I will post grades throughout the semester on WebCT. Students should keep a constant check to make sure that their grades are correctly posted to avoid end-of-semester grade changes. I calculate grades on the posted WebCT spreadsheet so you should be concerned if a grade or a writing assignment credit seems inaccurate. I have attached instructions for using WebCT to your syllabus. By University policy and to respect the confidentiality of students, final grades may not be publicly posted or given out over the phone.

12. **Disclaimer**: This syllabus provides a general plan for the course. Deviations may be necessary. The scheduling and contents of this syllabus are subject to change.

**Critical Course Dates:**

Appendix C of this syllabus contains a list of important course dates.

**Course Reading Schedule:**

**For Exam 1: Wednesday, September 22**

**Categorizing Sexuality**

Preface to *Sex Matters* (pgs. xiii-xvii)

Interview with Walter L. Williams (pgs. 1-3)

1. Are We Having Sex Now or What? (Greta Christina)

Box: Would You Say You “Had Sex” If. . .? (Sanders and Reinisch)

2. The Five Sexes, Revisited (Fausto-Sterling)

Box: Defining Genitals: Size Does Matter (Kessler)

3. Nuts and Bolts (Bornstein)

4. Gay No More? (Yeoman)

5. Becoming Bisexual (Weinberg et al.)

**Researching Sexuality**

Interview with John Bancroft (pgs. 31-3)

6. Alfred Kinsey and the Kinsey Report (Bullough)

Box: Doing it Differently: Women’s and Men’s Estimates of their Number of Lifetime Sexual Partners (Stombler and Baunach)

8. Racism and Research: The Case of the Tuskegee Syphilis Study (Brandt)

9. Bio-Rhetoric, Background Beliefs and the Biology of Homosexuality (Brookey)

Interview with Steve Seidman (pgs. 67-9)
For Exam 2: Monday, October 18

Representations of Sexuality

Interview with Larry Gross (pgs. 70-1)

10. Publicity Traps: Television, Talk Shows, and Lesbian, Gay, Bisexual, and Transgender Visibility (Gamson)

13. Girl-Girl Sex in Penthouse (Jenefsky and Miller)

The Sexual Body

Interview with Nicki Thorogood (pgs. 198-200)

21. The Eroticized Male Body (Bronski)

22. Sexual Imagery of Physically Disabled Women (Fiduccia)

23. The Politics of the Vaginal Orgasm (Gerhard)

Box: The G-Spot and Other Mysteries (Burgess)

Box: Because He Liked to Look at It (Ensler)

26. The Size Question (Paley)

Learning about Sexuality

Interview with Ritch C. Savin-Williams (pgs. 122-4)

15. The Death of the Stork: Sex Education Books for Children (Simonds)

Box: What Do I Say to My Children? (Gordon and Gordon)

16. (How) Does the Sexual Orientation of Parents Matter? (Stacey and Biblarz)

17. Childhood Messages for African American Women: Gaining Permission to Have Sexual Knowledge (Wyatt)

Box: Did You Get Any? (Cosby)

18. “We Don’t Sleep Around Like White Girls Do”: Family, Culture, and Gender in Filipina American Lives (Espiritu)

19. Childhood Memories of Same-Sex Attractions (Savin-Williams)

20. No-Sex Education (Levine)
For Exam 3: Wednesday, November 10

Sexual Practices
Interview with Pepper Schwartz (pgs. 248-9)
Box: What’s a Leg Got to Do with It? (Walton)
28. Against Love (Kipnis)
29. Involuntary Celibacy (Donnelly et al.)
30. After the Sexual Revolution: Gender Politics in Teen Dating (Risman and Schwartz)
31. Interracial Practices, Interracial Posturing: Myths and Trends (Gallagher)
32. The Pleasure of Pain (Apostolides)
33. Great Sex: What’s Age Got to Do With It? (Jacoby)

Sexual Health and Disease
Interview with Claire Sterk (pgs. 326-8)
38. Venereal Disease: Sin Versus Science (Fee)
39. Damaged Goods: Women Managing the Stigma of STD’s (Nack)
Box: Lesbian Women and Sexually Transmitted Infections (Dolan and Davis)
40. AIDS and Stigma (Herek)
41. The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health (Parker)
42. AIDS and Poverty in Africa (Stillwagon)

For Exam 4: Wednesday, December 8

Social Control of Sexuality
Interview with Keith Boykin (pgs. 363-5)
Interview with Dorothy Roberts (pgs. 292-4)
43. The Social Control of Adult-Child Sex (Mullis and Baunach)
44. The Pentagon’s Gay Ban in Not Based on Military Necessity (Belkin)
45. The Sexual Politics of Black Womanhood (Collins)
46. Slut! Insult of Insults (Tanenbaum)
47. From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem (Jenness)
Sexual Violence

Interview with Raquel Kennedy Bergen (pgs. 422-4)

48. “I Wasn’t Raped, but…” Revisiting Definitional Problems in Sexual Victimization (Gavey)

Box: Linking Sexual Aggression and Fraternities (Stombler)

49. Rape by Acquiescence: The Ways in Which Women “Give In” to Unwanted Sex with Their Husbands (Basile)

Box: Why Are Violent Couples More Sexually Active than Non-Violent Couples? (Donnelly)

50. Raped: A Male Survivor Breaks His Silence (Pelka)

Box: Women Raping Men (Donnelly)

51. Sexual Coercion Reported by Men and Women in Prison (Struckman-Johnson et al.)

Commercial Sex

Interview with Jackie Boles (pgs. 459-461)

52. Naked Capitalists (Rich)

54. The Ultimate Growth Industry: Trafficking in Women and Girls (Goodwin)

*Exam 4 is scheduled for the last day of class. It is your responsibility to compare my exam dates to the exam dates in your other classes. If, for some reason, you have multiple exams on Wednesday December 8, you need to consider either dropping one of your classes or advanced rescheduling.
Appendix A:

Reading Reviews Portfolio
Description and Instructions

In order to engage you in the reading material beyond preparing for the exam questions and to foster critical thinking, all students will complete a Reading Reviews Portfolio. The Portfolio will consist of four well-written and well-organized papers based on your reading assignments that each address the same set of questions and are similarly formatted. You will have four opportunities to turn in your Portfolio and to receive feedback and grades.

Here are the components of your Portfolio:

**Acquire a folder with two inside pockets.** Affix your name clearly to outside top right-hand corner. All papers are submitted in the Portfolio. All drafts and graded papers will be stored in your Portfolio as well.

**Reading Review #1:** Choose an article (not an sex researcher interview or “box”) from either of the follow chapters: *Categorizing Sexuality or Researching Sexuality* (except “Are We Having Sex Now or What?”). Write your Reading Review (described below). Put it in your Portfolio folder. Turn in your Portfolio at the beginning of class on **Wednesday, September 15**.

**Reading Review #2:** Study the feedback you received from the Writing Consultants on Reading Review #1. Choose an article (not a sex researcher interview or box) from any of the following chapters: *Representations of Sexuality, The Sexual Body, or Learning about Sexuality*. Write your Reading Review (described below). Put it in your Portfolio folder along with Reading Review #1. Turn in your Portfolio at the beginning of class on **Wednesday, October 13**.

**Reading Review #3:** Study the feedback you received from the Writing Consultants on Reading Reviews #1 and #2. Choose an article (not a sex researcher interview or box) from any of the following chapters: *Sexual Practices, Sexual Health and Disease, or Contraception, Abortion and Procreation*. Write your Reading Review (described below). Put it in your Portfolio folder along with Reading Reviews #1 and #2. Turn in your Portfolio at the beginning of class on **Wednesday, November 3**.

**Reading Review #4:** Study the feedback you received from the Writing Consultants on Reading Reviews #1, #2, and #3. Choose an article (not a sex researcher interview or box) from any of the following chapters: *Social Control of Sexuality, Sexual Violence, or Commercial Sex*. Write your Reading Review (described below). Put it in your Portfolio folder along with Reading Reviews #1, #2, and #3. Turn in your Portfolio at the beginning of class on **Wednesday, December 1**.

“What is a Reading Review and how should I format my paper?”—Inquisitive Student

Reading Reviews are 2-3 page papers (3 pages max—we will not read beyond 3 pages!) where students synthesize, critique, and analyze material from an article in their text. They are intended to foster critical thinking about the readings through the process of writing.

Each of the four Reading Reviews should follow these guidelines:
Format:

Your full name (as it appears in WebCT)
Time of your class

Title of Article
Pages numbers of article
Reading Review # (1,2,3 or 4)

Section 1: Describe the focus, purpose or point of the article (in one paragraph)

Section 2: Identify one major strength of the article and explain *why* it is a strength (not just that you found it interesting). While you may mention the author’s writing style, do not use this as your major strength. (one paragraph)

Section 3: Identify one major weakness of the article and explain *why* it is a weakness (not just that you found it boring). While you may mention the author’s writing style, do not use this as your major weakness. (one paragraph)

Section 4: How does this article illustrate how sexuality is either socially constructed or socially controlled? Define what you mean by social construction or social control and then explain how the examples of social construction or social control that you’ve chosen from the article accurately represent these concepts. (approximately two paragraphs)

Section 5: Conclude your thoughts by explaining why (or why not) this article should be included in the second edition of *Sex Matters*. (approximately one paragraph)

The concepts of social construction and social control are discussed in the preface of your text and will be discussed throughout the class in lectures. If you do not feel you are able to do justice to Section 4 using the article you read, it would behoove you to read a different article and try again.

Again, papers should be 2-3 pages long. Do not go beyond 3 pages.

Aesthetics:

12 pt. Times Roman font, black ink
Double spaced, 1”-1.25” margins all around
Stapled, no cover sheets
Placed in a your folder (two-pockets inside)

In addition to the detailed description of the Reading Reviews Portfolio I have provided above, I will also post a sample Reading Review on WebCT of the article, “Are We Having Sex Now or What?” (Article #1, Chapter #1).
Assessment:

The Writing Consultants for this course are in charge of giving feedback on your writing and also grading the Reading Reviews.

If for some reason you wish to appeal the grade you receive on a Reading Review, you may do so under the following conditions.

1. You must turn the paper in for a re-grade within one week of papers being returned.

2. If I re-grade the paper and I give you the same or a higher score, that is the score ultimately recorded. However, if after evaluating the paper I give it a lower score, you will have to keep the lower grade. Be sure to use the appeal process wisely.

Writing Consultants are willing to look at Reading Review drafts if given a full week of time to do so before they are due. These drafts are usually returned in class on the Monday before the Wednesday final due date of each review.

The Assessment Rubric the Writing Consultants will use to grade the Reading Reviews can be found on WebCT in the “Writing Consultants’ Corner” of my web site.

“Do you accept late papers?”—Tardy Student

I will not accept late papers. I repeat: I will not accept late papers, regardless of excuse. With over 200 students, accepting late papers becomes a logistical nightmare. But don’t fret, there’s good news. I will drop the lowest of your four Reading Review grades when I calculate your Reading Review Portfolio final grade. If you turn in your paper late, you get a zero. I’ll drop this grade. If you turn all your papers in on time, you get to drop the grade you like the least (I’ll assume it’s the lowest one).

“When does a paper become late and therefore unacceptable?”—Clarifying Student

Papers must be turned in at the beginning of class on the listed due dates. Papers received after the collection period but still during class on the date they are due will lose 2 points. Once your class is over, I will not accept the paper.

“I swear I turned in my paper—why don’t you have it?”—Anguished Student

We check-in each paper when we receive them. Either way, be sure to make copies of all your papers. If we lose them, you’re responsible for immediately supplying back-up copies.

“I need additional writing assistance? Where can I go for help?”—Resourceful Student

GSU funds a Center for Writing and Research located in 976 GCB that according to the Center website, “provides undergraduate students with assistance in all subject areas where writing is involved. Students may come to the Center for help on written projects at many levels including brainstorming, logic, organization, development, revision, and tips on proofreading and editing. For students who take classes in the evening and weekends, the Center offers online help at writing@gsu.edu. Students may ask questions or submit short pieces of writing for response.” Feel free to simply “walk-in” during the Center’s hours (usually around 9-5 but check first). Appointments are allowed as well and may be especially useful during midterms or the last two weeks of the semester. Don’t forget to bring your assignment, along with your draft!
To get your Reading Reviews Portfolio Final Grade:

Take the three highest Reading Review grades (of the four). Add them together and divide by three.

Sample 1:

Reading Review #1: 72
Reading Review #2: 85
Reading Review #3: 93
Reading Review #4: 95

Drop the 72, since it is the lowest. Add 85, 93, and 95 for a total of 273. Then divide by 3 for a Reading Review Portfolio grade of 91%.

Sample 2:

Reading Review #1: 72
Reading Review #2: 85
Reading Review #3: 0 (late paper)
Reading Review #4: 95

Drop the 0, since it is the lowest. Add 72, 85, and 95 for a total of 252. Then divide by 3 for a Reading Review Portfolio grade of 84.
Appendix B:
The Optional 10
Description and Instructions

Are you a student who prefers their course grade to weight writing assignments more heavily than exams? Do you enjoy being creative? If so, what I call the “Optional 10” may be right for you!

The Optional 10 gives students the option of decreasing the weight of their exam scores (in the calculation of their final grade) from 70% (as described in the beginning of the syllabus) to 60%. The “missing” 10% is earned, instead, on one of the Optional 10 assignments. These assignments are designed to foster student creativity and to give students an additional way to demonstrate their mastery of course material.

If you choose to do the Optional 10, you will do the following:

1. Turn in a draft of your Optional 10 assignment by Wednesday, November 17 to the Writing Consultants (REQUIRED). You may not submit an Optional 10 assignment to me unless a Writing Consultant has read the required draft. Drafts will be returned in class on Monday, November 29.

2. Turn in the final draft of your Optional 10 assignment to me by Friday, December 10. This paper must be turned in either to me or my mailbox in the Department of Sociology (10th floor of GCB) by 3:00 on December 10th. You must have your paper “time-stamped” by a Sociology Department staff member.

I want to emphasize that this is not a bonus 10% or 10 points extra credit added to your final grade. It is simply an option for students to redistribute the weight of their exam and writing grades in this class. If, for some reason, your grade on the Optional 10 assignment actually lowers your final course grade, I simply will not count it and will return to the original weighting system described previously in the syllabus (exam average= 70%). In other words, the Optional 10 can only help you!

Here are your Optional 10 assignment choices (choose only one):

1. **New Sex Ed Brochure**

You just received a call from a 7th grade teacher at a racially/ethnically/economically diverse middle school in Atlanta. She teaches health and is about to present the “Sex Education” component of the class. She is aware that this component presents sexuality from a health and biological perspective (abstinence, STIs and other dangers of sex), ignoring sociological ideas and findings. She wants you to produce a creative, innovative, informative, factually accurate brochure to give to her 7th graders that presents a sociological understanding of sexuality. Keep in mind that you should be producing a document that summarizes material that you learned in the class, not one that presents your personal opinions. Do not worry about Georgia public school regulations—we got permission to include any sociological material we wish to include.

As you design your six-panel brochure (imagine a piece of paper folded into thirds). . . .

Be creative!
Be accurate!
Be organized!
Be thematic! Be sure to present major points and ideas (and not just minor facts) and be sure the entire brochure (or at least each panel) has a theme.
Be informative!
Be visually appealing! (Use computer software—not magic markers, etc.)
Remember that content counts (while aesthetics are important, accuracy and logic of content is most important)!
Remember to document your sources! (refer to Academic Dishonesty statement in syllabus)

You may (and should) use information from lectures and/or readings.

Some questions to think about:

What are the most important/major things we have learned this semester that 7th graders would benefit from knowing?

How will you select and present course content in a way that is informative and yet appealing to 7th graders?

2. Writing for the AJC

Congratulations! You just landed a job as a journalist at the Atlanta Journal & Constitution and your editor is prepared to give you your first feature article assignment. Don’t worry it’s not just another fluff piece about pop psychologist, Dr. Phil. Instead you have been given a quality assignment that you are well-prepared to complete! The article is for the Living Section of the paper and will cover the entire front page of this section. The title for your article: “SEX—It’s not natural!”

While most people view sexuality through a biological or “natural” lens, your job in this article (while acknowledging a biological component) is to illustrate a sociological understanding about sexuality to newspaper subscribers. I would strongly suggest that you read a few Living Section feature articles to get a feel for the style and flow of this type of article.

Again, the general goal of this assignment is to demonstrate a mastery of course materials in a cumulative and creative fashion. Be sure to provide evidence to support your assertions. Be sure to credit all sources of information.

Length: 600-750 words

Format: Format to look like feature newspaper article

Content: Be sure the content is accurate and represents the material discussed in the course. You may use lecture material, reading material, or outside material from reputable sources.

Style: Again, this is a feature article based on research. It is not an opinion or editorial piece!

THERE SHOULD BE NO NEED TO GO TO THE INTERNET FOR SOURCES OR DATA (UNLESS YOU WANT CLIP ART) ON THE OPTIONAL 10 ASSIGNMENT. USE ONLY CLASS MATERIALS PLEASE. SEE ME TO ASK FOR EXCEPTIONS.
Appendix C:

Critical Course Dates

Monday, August 23  First day of class
Monday, September 6  No Class—Labor Day
Wednesday, September 8  (Last chance to turn in a draft of Reading Review #1 to a Writing Consultant)

Wednesday, September 15  Reading Review #1 due at beginning of class
Wednesday, September 22  EXAM 1 (bring #2 pencil)
Wednesday, October 6  (Last chance to turn in a draft of Reading Review #2 to a Writing Consultant)

Wednesday, October 13  Reading Review #2 due at beginning of class
Friday, October 15  Last day to withdraw and still have opportunity to receive W

Monday, October 18  EXAM 2 (bring #2 pencil)
Monday, October 27  (Last chance to turn in a draft of Reading Review #3 to a Writing Consultant)

Wednesday, November 3  Reading Review #3 due at beginning of class
Wednesday, November 10  EXAM 3 (bring #2 pencil)
Wednesday, November 17  Last day to turn in Required Draft of an Optional 10 assignment to a Writing Consultant

Wednesday, November 24  No Class—Thanksgiving
Monday, November 29  Optional 10 drafts returned in class

Wednesday, December 1  Reading Review #4 due at beginning of class
Wednesday, December 8  EXAM 4 (bring #2 pencil)

Friday, December 10  Optional 10 Assignment due to me (or my mailbox) in the Department of Sociology (10th floor GCB) by 3:00. If you place it in my mailbox, you are required to have the administrative assistant “time-stamp” it.
WebCT Login Instructions for Students

Beginning Fall 2001, students will login to WebCT using their GSU email user name.

To obtain your GSU email user name:
- Go to http://www.student.gsu.edu
- Click on “Getting Started” link.
- Enter your GoSolar information and click “Get Login Information.”
- The User name will be your WebCT User Name.
- The Password will be your WebCT Password.

To login to WebCT:

Go to http://webct.gsu.edu (or click on the WebCT link at the top of GSU’s home page).
Click on the “Log on to my WebCT” link.
Enter your user information that you obtained earlier.
Note: WebCT is case-sensitive. Be sure that your caps key is off. Use lower case letters.
If your user name and password do not work, please let me know.

Using WebCT:

You may change your WebCT password by clicking “Change Password” at the top of your “My WebCT” page. Note: Changing your WebCT password DOES NOT change your university email password.

To access your course materials, click on the title of the course.

Problems?
You can contact me for all problems related to course materials and passwords. For all other problems, see WebCT Online Self Help for Students at http://webct.gsu.edu/students/home.html. You may also email WebCT Support at support@webct.com. Please include the WebCT course name, your name, the instructor’s name, your email address, and a description of the problem.
Instructor: Dr. Elisabeth Burgess  
Class Location: 327 Sparks  
Class Time: TTh 2:30-3:45  
Phone: 404-651-1845  
Email: WebCT email or eburgess@gsu.edu  
Office: 1057G  
Office Hours: 1:30-2:15 TTh  
GTA: Amy Palder, apalder@student.gsu.edu  
WAC: Kristin Wilson, kwilson22@student.gsu.edu

**Course Objectives:** Soc 4116, Aging and Society, is designed to introduce students to the sociology of aging and to apply sociological theory and methods to the study of aging and the life course. The goals of this class are to: (1) Explore how society structures the experience of aging and the aged, especially in regard to gender, class and race; (2) Understand the significance of changing age structures in the United States and world; (3) Describe the condition of the elderly in contemporary U.S Society, noting both attitudes toward the elderly and the objective state of the elderly; (4) Identify the roles of older adults within social institutions and the ways in which these institutions have adapted to population aging. Please note that this is a writing intensive course. This means that there will be writing assignments in class, on the course webpage, and as homework.

**Course Organization:** Because this course is a writing intensive course, there will be two graduate assistants. Both graduate assistants can be contacted through WebCT and by email listed on top of the syllabus. Kristin Wilson will be the Writing Consultant (WAC). She will be responsible for assisting with writing assignments. As WAC, Kristin will review your WebCT WebCT writing posts, your rough drafts and reflection papers. If you have questions about these assignments or writing sociologically, she is the person to contact. She is not a GTA, and therefore not responsible for course content, administration or exams. Amy Palder will be the graduate teaching assistant (GTA) for the class. She will be responsible for classroom management issues, guest lecturers, and grading of exams. If you have questions about course material, class management or exams, she is the person to contact. In the end, the instructor is responsible for course content and grading.

**Text:**  

**Requirements:**

**Class Attendance and Class Participation** - Although attendance and participation will not be graded, regular attendance and participation is necessary to do well in the class. Lectures will often clarify points from the readings and cover material that is not in the readings. In addition, videos and other materials shown in class may not be available outside of class. All students are responsible for material discussed in class. Students are expected to come to class prepared to discuss that week’s readings, arrive on time, stay for the entire class session and participate in class activities. Please contact the instructor if you miss more than 2-3 class sessions.
**WebCT Discussion Questions & Participation (15%)**: For this class, WebCT is a supplement to class materials and discussion. Students are required to log on to the class webpage - [webct.gsu.edu](http://webct.gsu.edu).

**WebCT Discussion Questions** - Once a week on Tuesdays, the instructor will post a discussion question on the bulletin board. Students will have one week to respond to that question by posting a message on the bulletin board. (Responses to questions must be posted by the following Tuesday by midnight). In order to receive full credit, responses must be 200 words or longer, in full sentences, and spelled correctly. No credit will be given to late posts. Students must answer at least **eight of the sixteen questions** asked throughout the semester. Details on WebCT and Discussion Posts are available on Webpage. The Writing Consultant, Kristin Wilson, will review these assignments.

**WebCT Participation**: The syllabus, handouts, and exam study guides will all be posted to the web page. The webpage also provides a calendar which highlights class events and due dates. Grades will be available on the webpage. Early in the term (by August 31), log into the WebCT webpage for this class and explore its features. Students should check the page regularly for class information. In addition to formal discussion (see above), students are required to **read their classmates' posts**. Also, students are encouraged to post their responses to their classmates’ posts and/or thoughts about class readings, class discussion, or other relevant issues about aging. The instructor will post information about events on campus or in the community that may be of interest to students. Students are also welcome to use the bulletin board to share information about events and campus activities.

**Paper (25%)**: The main paper for this class is a research report on a series of field observations or interview. The assignment requires you to look at the everyday life of older adults outside of the classroom environment. You will conduct and investigation, analyze your experiences in terms of concepts covered in class and then write a paper discussing your findings. Details on the assignment will be available on WebCT and in a separate handout. Mandatory proposal for paper due on or before September 30. Mandatory rough drafts of paper are due October 19. The final paper is due November 4. Students must turn in a copy of the proposal and rough draft with the final paper.

**Exams (25% each)**: There will be two exams given this semester. Each exam will focus on material from that 1/2 of the class. Because this class is designed to build upon concepts that you learn each week, there will be some cumulative material on final exam. The exams will consist of multiple choice and short answer questions (October 12; December 14).

**Reflection Paper (10%)**: There will be an additional short paper (3-5 pages) due at the end of the term requiring you to reflect on a guest lecture or video from the last month of class. For this paper you will pick a topic discussed in a guest lecture or video and do some outside reading on the topic (at least one item). In the paper you will react and reflect on the class material and the outside reading. Detailed requirements for this paper will be available on WebCT and in the separate handout. (Due December 9)
Grading and Due Dates: The following summarizes all course requirements, due dates, and the percentage of your grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts and WebCT</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Oct 12</td>
<td>25%</td>
</tr>
<tr>
<td>Interview/Observation Paper Proposal</td>
<td>Sept 30</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>Nov 4</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Dec. 9</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec. 14</td>
<td>25%</td>
</tr>
</tbody>
</table>

Academic Integrity and Plagiarism: At no time is it ever allowable for you to turn in work that is not your own. Inappropriate behavior includes, but is not limited to the following: turning in assignments that have any part copied from published works (including your textbook) which are not appropriately cited; turning in projects or papers which are in any part not your work; handing in projects from "paper warehouses," "test banks,' or other paper writing services; or having someone else do your work for you. All students are responsible for knowing and adhering to GSU standards of academic honesty. If you are unaware of these policies please consult your student handbook. (Available online at http://www.gsu.edu/~wwwcam/).

Class Environment and Ethics: Discrimination, harassment, or intimidation will not be tolerated. All students are expected to treat each other and the instructor with respect. This includes refraining from chatting during class, note passing, "zipping-up" early, or entering/leaving early. If you know that you will be leaving class early, inform the instructor in advance, sit near the door, and leave as quietly as possible. Beepers and cellular phone should be turned off during class. These rules of conduct apply to the webpage as well as the classroom. The webpage environment should maintain the same levels of respect as the classroom. In addition, it is against university policy to use university computer resources to harass or intimidate students using University computer resources (See Computing Ethics Policy at http://www.gsu.edu/~wwwccs/policies/ethics.htm). This includes but is not limited to, forwarding class emails and/or bulletin board posts to persons outside of the class without the permission of the instructor and allowing persons not enrolled in the class access to your WebCT account.

Schedule of Readings and Assignments:

Week One (August 24 & 25): Introduction to Sociology of Aging
   Ch. 1: "The Field of Gerontology"
   Login to WebCT – Introduce yourself

Week Two (August 31 & September 2): Social Change - History, Demography, and the Study of Aging
   8-31:   Ch. 4 "Historical Perspectives on Aging"
   9-2:    Ch. 3 "Demography of Aging"
Week Three (September 7 & 9): Theories of Aging
   Ch. 2. “Theories of Aging”
   Ch. 3. “Life Course Transitions”

Week Four (September 14 & 16): Inequality & Diversity
   Ch. 16. Poverty and Inequality

Week Five (September 21 & 23): Family and Relationships
   Ch. 8. Family Relationships and Social Support Systems

Week Six (September 28 & 30): Migration, Housing and Living Arrangements
   Ch. 9. “Living Arrangements”
   *Proposal for Paper Due September 30*

Week Seven (October 5 & 7): Work and Retirement
   Ch. 12. “Work and Retirement”

Week Eight (October 12 & 14): Midterm and Volunteering
   10-12: Midterm
   10-14: “Volunteering” Review pp. 302-307

Week Nine (October 19 & 21): Old Age and the Welfare State
   Ch. 11. “Old Age and the Welfare State”
   *Mandatory Rough Drafts Due October 19*

Week Ten (October 26 & 28): The Economics of Aging
   Ch. 15. “The Economics of Aging”

Week Eleven (November 2 & 4): Politics of Aging
   Ch. 17. “The Politics of Aging”
   *Papers Due – November 4*

Week Twelve (November 9 & 11): Caregiving for Older Adults
   Ch 10. “Caring for Frail Elderly”
   Nov 11: “Caregiving from a global perspective” Guest Lecturer – Dr. Zhan

Week Thirteen (November 16 & 18): Long-term Care and Elder Abuse
   Nov 16: “Long-term Care” Guest Lecturer – Dr. Whittington
      Review pp. 238-248; 269-272
   Nov 18: “Elder Abuse”
      Handout: TBA

November 23 & 25 – Thanksgiving Vacation
Week Fourteen (November 30 & December 2): Health and Communication  
Nov 30: “Psycho-social Aspects of Health” Guest Lecturer – Dr. Rosenbloom  
Ch 13. “Health and Health Care”  
Dec 2: “Communication and Older Adults” Guest Lecturer – Dr. Atkinson  
Handout: TBA

Week Fifteen (December 7 & 9): Death and Dying  
Ch. 14: “Dying, Death, and Bereavement”  
Reflection Papers Due – December 9

December 14: Final Exam – 2:45-4:45

All Assignments and Readings are subject to change at the discretion of the instructor. Changes will be announced in class and on the Webpage.
APPENDIX I-1: Former Degree Requirements for Program

DOCTOR OF PHILOSOPHY

Seventy-two (72) semester credit hours (43 semester hours of course work and 29 semester hours of non-course work including dissertation research, qualifying examination, directed project, and doctoral practicum) beyond the Master of Arts degree, consisting of a Doctoral Core (A), Specialty Course Work (B, C, or D) and Others (E) below:

A. Doctoral Core Required Course Work (16 hours):
   Soci 8201: Social Inequality (3 hours)
   Soci 8342: Qualitative Methods in Sociology (3 hours)
   Soci 9010: Multivariate Sociological Data Analysis (4 hours)
   Soci 9020: Advanced Research Methodology (3 hours)
   Soci 9030: Sociological Theory II (3 hours)

NOTE: The prerequisite for Soci 8342 is Soci 8020: Research Methods or its equivalent; the prerequisite for Soci 9010 is Soci 8010: Intermediate Sociological Statistics; the prerequisite for Soci 9020 is Soci 8020: Research Methodology and Soci 9010; and the prerequisite for Soci 9030 is Soci 8030: Sociological Theory I. If a student has not completed a prerequisite (or its equivalent) in his or her M.A. program, then the needed prerequisite course must be completed first, and the credit hours for it may not be applied toward the doctoral degree. Students who do not have an undergraduate degree or an M.A. degree in sociology must complete Soci 8000: Proseminar in Sociology, and the credit hours for it may not be applied toward the doctoral degree.

B. Family and Life Course (FLC) Specialty

1. FLC Required Course Work (6 hours):
   Soci 8101: Family Sociology
   Soci 8102: Life Course Sociology

2. FLC Electives (12 hours): Choose 4 courses (at least one from each subsection):
   Subsection A: Family Courses:
   Soci 8140: Family Studies
   Soci 8142: Families in Cross-cultural Perspective
   Soci 8144: Family Diversity
   Soci 8150: Sexual and Intimate Violence
   Soci 8152: Birth and Parenthood
   Soci 8154: Children and Childhood
   Soci 8156: Sexuality and Society
   Soci 8216: Sociology of Gender
Subsection B: Life Course Courses:
Soci 7100: The Field of Aging
Soci 7110: Aging Policy and Services
Soci 8110: Social Psychology
Soci 8112: Adult Socialization
Soci 8116: Sociology of Aging
Soci 8118: Aging, Health and Disability
Soci 8120: Aging and Long-Term Care
Soci 8122: Death, Dying, and Loss
Soci 8380: Sociology of Education

C. Race and Urban Studies (RUS) Specialty

1. RUS Specialty Required Course Work (6 hours):
   Soci 8212: Race and Ethnic Relations
   Soci 8226: Urban Sociology

2. RUS Specialty Electives (12 hours): Choose 4 courses:
   Soci 6279: Metropolitan Atlanta
   Soci 8142: Families in Cross-Cultural Perspective
   Soci 8210: Industrial Sociology
   Soci 8218: Political Sociology
   Soci 8220: Social Movements
   Soci 8222: Deviance and Social Control
   Soci 8224: Criminology
   Soci 8228: Contemporary Urban Research
   Soci 8340: Population Dynamics
   Soci 8346: Sociology of Drugs
   Soci 8380: Sociology of Education

D. Gender and Sexuality (GS) Specialty

1. GS Specialty Required Course Work (6 hours):
   Soci 8156: Sexuality and Society
   Soci 8216: Sociology of Gender

2. GS Specialty Electives (12 hours): Choose 4 courses:
   Soci 8101: Family Sociology
   Soci 8102: Life Course Sociology
   Soci 8110: Social Psychology
   Soci 8116: Sociology of Aging
   Soci 8144: Family Diversity
   Soci 8150: Sexual and Intimate Violence
   Soci 8152: Birth and Parenthood
   Soci 8154: Children and Childhood
   Soci 8208: Work and Occupations
E. All FLC, RUS, and GS Specialties require (38 semester hours):

1. Free/General Electives (12 hours):
   Students use their remaining credit hours to enroll in other courses that interest them. Students may choose freely from any course offered in Sociology or selectively in other departments following consultation with a faculty advisor. Students may choose additional courses from the above lists, no more than two courses (6 hours) from outside the department, and directed readings (no more than 6 hours).

2. A written Departmental qualifying examination.

3. Soci 9970: Readings for Qualifying Examinations (3 hours).

4. A specialty examination or project in the student's specialty.

5. Soci 8940: Directed Project (for the specialty exam/project) (3 hours).


7. Soci 9999: Dissertation Research (20 hours).


NOTES:

1. At least 60 of the hours listed above must be completed at Georgia State University. Students with post-MA degree course work from other accredited institutions may petition to transfer up to 12 hours of course work towards the degree following petition to, and approval by, the departmental Director of Graduate Studies and the Office of Graduate Studies of the College of Arts and Sciences. Students must maintain a cumulative grade-point average of "B" or better and must receive a grade of "B" or better in the required courses. If a student receives a grade other than "A" or "B" in the required courses, he or she must repeat the courses the very next time they are offered to rectify the grade.

2. Students with post-master's credit from other accredited institutions of higher learning may transfer up to 12 hours of course work towards the degree following petition to, and approval by, the departmental Director of Graduate Studies and the Office of Graduate Studies of the College of Arts and Sciences.

3. The total number of hours must include a minimum of 60 hours in sociology, 31 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at GSU.

4. Students entering the Ph.D. Track with a limited background in sociology (e.g., those with an M.A. degree in another field, and those out of school for many years) are required to take Soci 8000: Proseminar in Sociology early in their course work, although the credit hours will not be applied toward the Ph.D. degree.

5. If a student in the Ph.D. Track has not completed Social Statistics, Research Methodology, Sociological Theory, or their equivalents in his/her master's program, these courses must be taken as non-credit prerequisites for Qualitative Methods in Sociology,
Multivariate Sociological Data Analysis, Advanced Research Methodology, and Sociological Theory at the doctoral level.

6. Students must register for Soci 9970: Readings for Qualifying Examinations (3-9 hours) in the semester in which they prepare for the qualifying examination.
7. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while they are appointed as GRA, GTA, and/or GLA.
8. Students who are appointed as GTA III must complete Soci 9000: Teaching Sociology and Soci 9001: Teaching Internship.

MASTER OF ARTS

1. Twelve (12) hours of required course work:
   Soci 8000: Proseminar in Sociology
   Soci 8010: Intermediate Sociological Statistics
   Soci 8020: Research Methodology
   Soci 8030: Sociological Theory I

2. Eighteen (18) hours of elective course work:
   With the approval of the director of graduate studies in the Department of Sociology, no more than six (6) of these hours may be in fields other than sociology, provided that they are relevant to the student's academic program. No more than six (6) hours of Soci 8970: Directed Reading are permitted.

5. A thesis defense.

NOTE: Up to six hours may be transferred by petition from other accredited institutions. Students must maintain a cumulative grade-point average of "B" or better and must receive a grade of "B" or better in the required course. If a student receives a grade of other than "A" or "B" in the required courses, he or she must repeat the courses the very next time they are offered to rectify the grade.

JOINT MA/PhD PROGRAM

Students in the Joint MA/Ph.D. Program complete the Master of Arts requirements first and then the Doctor of Philosophy requirements.

One hundred and eight (108) semester credit hours (55 semester hours of coursework and 53 semester hours of non-coursework including thesis research, dissertation research, qualifying examination, directed project, and doctoral practicum) beyond the Bachelor's degree, consisting of Master's Core (A), Master's Electives (B), Master's Others (C), Doctoral Core (D), Doctoral Specialty Course Work (E, F, or G), and Doctoral Others (H) below:
A. Master's Core Required Course Work (12 hours):
   Soci 8000: Proseminar in Sociology
   Soci 8010: Intermediate Social Statistics
   Soci 8020: Research Methodology
   Soci 8030: Sociological Theory I

B. Master's Elective Course Work (18 hours):
   With the approval of the Director of Graduate Studies in the Department of Sociology, no more than six (6) of these hours may be in fields other than sociology, provided that they are relevant to the student's academic program. No more than six (6) hours of Soci 8970: Directed Readings are permitted.

C. Master's Other Course Work and Requirements (6 hours):
   1. Soci 8999: Thesis Research (6 hours)

D. Doctoral Core Required Course Work (16 hours):
   Soci 8201: Social Inequality (3 hours)
   Soci 8342: Qualitative Methods in Sociology (3 hours)
   Soci 9010: Multivariate Data Analysis (4 hours)
   Soci 9020: Advanced Research Methodology (3 hours)
   Soci 9030: Sociological Theory II (3 hours)

E. Doctoral Specialty Course Work: Family and Life Course Specialty (FLC)
   1. FLC Required Course Work (6 hours):
      Soci 8101: Family Sociology
      Soci 8102: Life Course Sociology
   2. FLC Electives (12 hours): Choose 4 courses (at least one from each subsection):
      Subsection A: Family Courses:
      Soci 8140: Family Studies
      Soci 8142: Families in Cross-cultural Perspective
      Soci 8144: Family Diversity
      Soci 8150: Sexual and Intimate Violence
      Soci 8152: Birth and Parenthood
      Soci 8154: Children and Childhood
      Soci 8156: Sexuality and Society
      Soci 8216: Sociology of Gender
      Subsection B: Life Course Courses:
      Soci 7100: The Field of Aging
      Soci 7110: Aging Policy and Services
      Soci 8110: Social Psychology
Soci 8112: Adult Socialization
Soci 8116: Sociology of Aging
Soci 8118: Aging, Health and Disability
Soci 8120: Aging and Long-Term Care
Soci 8122: Death, Dying, and Loss
Soci 8380: Sociology of Education

F. Doctoral Specialty Course Work: Gender and Sexuality (G&S)

1. G&S Required Course Work (6 hours):
   Soci 8216: Sociology of Gender
   Soci 8156: Sexuality and Society

2. G&S Electives (12 hours): Choose 4 courses:
   Soci 8101: Family Sociology
   Soci 8102: Life Course Sociology
   Soci 8110: Social Psychology
   Soci 8116: Sociology of Aging
   Soci 8144: Family Diversity
   Soci 8150: Sexual and Intimate Violence
   Soci 8152: Birth and Parenthood
   Soci 8154: Children and Childhood
   Soci 8208: Work and Occupations
   Soci 8222: Deviance and Social Control
   Soci 8230: Medical Sociology
   Soci 8340: Population Dynamics

G. Doctoral Specialty Course Work: Race and Urban Studies (RUS)

1. RUS Required Course Work (6 hours):
   Soci 8212: Race and Ethnic Relations
   Soci 8226: Urban Sociology

2. RUS Electives (12 hours): Choose 4 courses:
   Soci 6279: Metropolitan Atlanta
   Soci 8142: Families in Cross-Cultural Perspective
   Soci 8210: Industrial Sociology
   Soci 8218: Political Sociology
   Soci 8220: Social Movements
   Soci 8222: Deviance and Social Control
   Soci 8224: Criminology
   Soci 8228: Contemporary Urban Research
   Soci 8340: Population Dynamics
   Soci 8346: Sociology of Drugs
   Soci 8380: Sociology of Education
H. Doctoral Other Course Work and Requirements (38 hours):
   1. Free / General Electives (12 hours):
      Students use their remaining credit hours to enroll in other courses that
      interest them. Students may choose freely from any course offered in
      Sociology of selectively in other departments following consultation with
      a faculty advisor. Students may choose additional courses from the above
      lists, no more than two courses (6 hours) from outside the department, and
      directed readings (no more than 6 hours, or two courses).
   2. A written PhD Qualifying Examination
   3. Soci 9970: Readings for Qualifying Examinations (3 hours)
   4. A specialty examination or project in the student's specialty area
   5. Soci 8940: Directed Project (for the specialty exam/project) (3 hours)
   6. A dissertation proposal
   7. Soci 9999: Dissertation Research (20 hours)
   8. An oral defense of the dissertation
   9. An approved dissertation

NOTES:
1. Up to eighteen (18) hours may be transferred by petition from other accredited
   institutions.
2. Students must maintain a cumulative grade point average of "B" or better and must
   receive a grade of "B" or better in the required courses. If a student receives a grade of
   other than "A" or "B" in the required courses, he or she must repeat the courses the very
   next time they are offered to rectify the grade.
3. The total number of hours must include a minimum of 84 hours in sociology.
4. If students have not completed Social Statistics, Research Methodology, and Sociological
   Theory, or their equivalents in their Bachelor's program, these courses must be taken as
   non-credit prerequisites for social statistics, research methodologies, and sociological
   theory at the Master's level.
5. Students must register for Soci 9970: Readings for Qualifying Examinations (3-9 hours)
   in the semester in which they prepare for the qualifying examination.
6. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while
   they are appointed as GRA, GTA, and/or GLA.
7. Students who are appointed as GTA III must complete Soci 9000: Teaching Sociology
   and Soci 9001: Teaching Internship.
APPENDIX I-2: Current Degree Requirements for Program

JOINT M.A./PH.D. PROGRAM

The Joint M.A./Ph.D. Program is a 108 credit hour degree program beyond the Bachelor's degree (61 credit hours of course work and 47 credit hours of non-course work including thesis proposal hours, thesis research hours, qualifying examination hours, dissertation proposal hours, and dissertation research hours) with at least 90 hours of study at Georgia State University. If a student needs to take Soci 3010: Social Statistics, Soci 3020: Research Methods, and/or Soci 3030: Sociological Theory (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 8010, Soci 8020, and Soci 8030. The Joint M.A./Ph.D. Program consists of a Master's Core (A), Master's Electives (B), Other Master's Requirements (C), Doctoral Core (D), Doctoral Specialty Core (E, F, or G), Doctoral Electives (H), and Other Doctoral Requirements (I).

A. Master's Core Course Work (12 hours):
   Soci 8000: Proseminar in Sociology (3)
   Soci 8010: Intermediate Social Statistics (3)
   Soci 8020: Research Methodology (3)
   Soci 8030: Sociological Theory I (3)

B. Master's Elective Course Work (12 hours or 4 courses):
   Students with post-Bachelor's degree course work from other accredited institutions may petition to transfer up to 6 hours (2 courses) of course work towards the M.A. degree following petition to, and approval by, the departmental Director of Graduate Studies and the Office of Graduate Studies of the College of Arts and Sciences. With the approval of the departmental Director of Graduate Studies, up to 6 hours (two courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970: Directed Readings may be taken.

C. Other Master's Requirements (12 hours of non-course work):
   Soci 8998: Thesis Proposal (3)
   A thesis proposal and oral defense.
   Soci 8999: Thesis Research (9)
   A thesis and oral defense.

D. Doctoral Core Course Work (16 hours):
   Soci 8201: Social Inequality (3)
   Soci 8342: Qualitative Methods (3)
   Soci 9010: Multivariate Data Analysis (4)
   Soci 9020: Advanced Research Methodology (3)
   Soci 9030: Sociological Theory II (3)
E. Family and Life Course (FLC) Specialty Course Work (6 hours):
   Soci 8101: Family Sociology
   Soci 8102: Life Course Sociology

F. Gender and Sexuality (GS) Specialty Course Work (6 hours):
   Soci 8216: Sociology of Gender
   Soci 8156: Sexuality and Society

G. Race and Urban Studies (RUS) Specialty Course Work (6 hours):
   Soci 8212: Race and Ethnic Relations
   Soci 8226: Urban Sociology

H. Doctoral Elective Course Work (15 hours or 5 courses):
   With the approval of the departmental Director of Graduate Studies, up to 6 hours (two
courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970:
   Directed Readings may be taken.

I. Other Doctoral Requirements (35 hours of non-course work):
   Soci 9970: Readings for Qualifying Examination (6)
   Written qualifying examinations in theory and methodology.
   Soci 9998: Dissertation Proposal (9)
   A dissertation proposal and oral defense.
   Soci 9999: Dissertation Research (20)
   A dissertation and oral defense.

NOTES:
1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must
   receive a grade of "B" or better in each of the required courses. If a student receives a
   grade other than "A" or "B" in a required course, the student must repeat the course the
   very next time the course is offered to rectify the grade.
2. The total number of hours must include a minimum of 90 hours in sociology, 49 hours of
   which must have been earned in regularly scheduled courses in the Department of
   Sociology at Georgia State University.
3. Students must register for Soci 9970: Readings for Qualifying Examinations (3-9 hours)
   in the semester in which they prepare for the Ph.D.qualifying examinations.
4. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while
   they are appointed as a GRA, GTA, and/or GLA.
5. Students who are appointed as a GTA III must successfully complete Soci 9000:
   Teaching Sociology and Soci 9001: Teaching Internship prior to their appointment.
6. Doctoral students may take Soci 9000: Teaching Sociology (3) and Soci 9002: Writing
   for Publication (3) but only three credit hours can be applied to the Ph.D.degree. Soci
   9001: Teaching Internship hours cannot be applied to the degree.
7. Students must take 1.5 hours of Soci 8000 in the Fall semester and 1.5 hours of Soci 8000
   in the Spring semester of their first year in the Joint M.A./Ph.D.Program.
PH.D.-ONLY PROGRAM

The Ph.D.-Only Program is a 72 credit hour degree program beyond the Master's degree (40 credit hours of course work and 32 credit hours of non-course work including qualifying examination hours, dissertation proposal hours, and dissertation research hours) with at least 60 hours of study at Georgia State University. If a student needs to take Soci 8010: Intermediate Social Statistics, Soci 8020: Research Methods, and/or Soci 8030: Sociological Theory I (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 9010, Soci 9020, Soci 9030, and Soci 8342. The Ph.D.-Only Program consists of a Doctoral Core (A), Doctoral Specialty Core (B, C, or D), Doctoral Electives (E), and Other Doctoral Requirements (F).

A. Doctoral Core Course Work (19 hours):
   Soci 8000: Proseminar in Sociology (3)
   Soci 8201: Social Inequality (3)
   Soci 8342: Qualitative Methods (3)
   Soci 9010: Multivariate Data Analysis (4)
   Soci 9020: Advanced Research Methodology (3)
   Soci 9030: Sociological Theory II (3)

B. Family and Life Course (FLC) Specialty Course Work (6 hours):
   Soci 8101: Family Sociology
   Soci 8102: Life Course Sociology

C. Gender and Sexuality (GS) Specialty Course Work (6 hours):
   Soci 8216: Sociology of Gender
   Soci 8156: Sexuality and Society

D. Race and Urban Studies (RUS) Specialty Course Work (6 hours):
   Soci 8212: Race and Ethnic Relations
   Soci 8226: Urban Sociology

E. Doctoral Elective Course Work (15 hours or 5 courses):
   With the approval of the departmental Director of Graduate Studies, up to 6 hours (two courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970: Directed Readings may be taken.

F. Other Doctoral Requirements (26 hours of non-course work):
   Soci 9970: Readings for Qualifying Examination (3)
   Written qualifying examinations in theory and methodology.
   Soci 9998: Dissertation Proposal (9)
   A dissertation proposal and oral defense.
   Soci 9999: Dissertation Research (20)
   A dissertation and oral defense.
NOTES:

1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must receive a grade of "B" or better in each of the required courses. If a student receives a grade other than "A" or "B" in a required course, the student must repeat the course the very next time the course is offered to rectify the grade.

2. The total number of hours must include a minimum of 60 hours in sociology, 34 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.

3. Students must register for Soci 9970: Readings for Qualifying Examinations (3-9 hours) in the semester in which they prepare for the Ph.D. qualifying examinations.

4. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while they are appointed as a GRA, GTA, and/or GLA.

5. Students who are appointed as a GTA III must successfully complete Soci 9000: Teaching Sociology and Soci 9001: Teaching Internship prior to their appointment.

6. Doctoral students may take Soci 9000: Teaching Sociology (3) and Soci 9002: Writing for Publication (3) but only three credit hours can be applied to the Ph.D. degree. Soci 9001: Teaching Internship hours cannot be applied to the degree.

7. Students must take 1.5 hours of Soci 8000 in the Fall semester and 1.5 hours of Soci 8000 in the Spring semester of their first year in the Ph.D.-Only Program.

M.A.-ONLY PROGRAM

The M.A.-Only Program is a 36 credit hour degree program beyond the Bachelor's degree (24 credit hours of course work and 12 credit hours of non-course work including thesis proposal hours and thesis research hours) with at least 30 hours of study at Georgia State University. If a student needs to take Soci 3010: Social Statistics, Soci 3020: Research Methods, and/or Soci 3030: Sociological Theory (or their equivalents, as determined by the Director of Graduate Studies), these courses must be taken as non-credit prerequisites for Soci 8010, Soci 8020, and Soci 8030. The M.A.-Only Program consists of a Master's Core (A), Master's Electives (B), and Other Master's Requirements (C).

A. Master's Core Course Work (12 hours):
   Soci 8000: Proseminar in Sociology (3)
   Soci 8010: Intermediate Social Statistics (3)
   Soci 8020: Research Methodology (3)
   Soci 8030: Sociological Theory I (3)

B. Master's Elective Course Work (12 hours or 4 courses):
   Students with post-Bachelor's degree course work from other accredited institutions may petition to transfer up to 6 hours (2 courses) of course work towards the M.A. degree following petition to, and approval by, the departmental Director of Graduate Studies and the Office of Graduate Studies of the College of Arts and Sciences. With the approval of the departmental Director of Graduate Studies, up to 6 hours (two courses) may be taken in a related field or fields and/or up to 6 hours of Soci 8970: Directed Readings may be taken.
C. Other Master's Requirements (12 hours of non-course work):
Soci 8998: Thesis Proposal (3)
A thesis proposal and oral defense.
Soci 8999: Thesis Research (9)
A thesis and oral defense.

NOTES:
1. Students must maintain a cumulative grade point average of 3.0 ("B") or better and must receive a grade of "B" or better in each of the required courses. If a student receives a grade other than "A" or "B" in a required course, the student must repeat the course the very next time the course is offered to rectify the grade.
2. The total number of hours must include a minimum of 30 hours in sociology, 18 hours of which must have been earned in regularly scheduled courses in the Department of Sociology at Georgia State University.
3. Students must register for Soci 8990: Research or Teaching Practicum (3-9 hours) while they are appointed as a GRA, GTA, and/or GLA.
4. Students must take 1.5 hours of Soci 8000 in the Fall semester and 1.5 hours of Soci 8000 in the Spring semester of their first year in the M.A.-Only Program.
APPENDIX J

LIST OF COURSES OFFERED IN THE PAST THREE YEARS

See Table D-1
APPENDIX K

SUMMARY OF RESULTS OF SURVEYS

1. Faculty Survey Findings
2. Faculty Comparisons Report
3. Faculty Comments

4. Graduate Student Survey Findings
5. Graduate Student Survey Comparisons Report
6. Graduate Student Comments

7. Undergraduate Student Survey Findings
8. Undergraduate Student Survey Comparisons Report
9. Undergraduate Student Comments

10. Graduate Alumni Survey Findings
11. Graduate Alumni Survey Comparisons Report
12. Graduate Alumni Comments

13. Undergraduate Alumni Survey Findings
14. Undergraduate Alumni Survey Comparisons Report
15. Undergraduate Alumni Comments
ACADEMIC PROGRAM REVIEW
DEPARTMENT OF SOCIOLOGY
FACULTY SURVEY FINDINGS

PREPARED BY

Teresa Ward
Office of Institutional Research
Georgia State University

April 28, 2004
Methods

Sampling

The Department of Sociology distributed questionnaires to all faculty members in the department. Completed questionnaires were submitted anonymously by mail to Institutional Research for analysis for a response rate of 87.0 percent.

Survey Instruments

The Faculty Survey consisted of 29 structured questions which were in dichotomous and Likert-style formats. The survey included a qualitative component that solicited respondent comments. Questions were designed to elicit attitudinal and scholarship data associated with faculty members' experience in the Department of Sociology.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and cross tabulations for the purpose of statistical inference. A frequency distribution allows for the recognition of trends and distributions within data.

All frequency distributions are presented in the following tables and charts:
# Table 1

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>4</td>
<td>20.0%</td>
<td>12</td>
<td>60.0%</td>
<td>4</td>
<td>20.0%</td>
<td>20</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>1</td>
<td>5.0%</td>
<td>10</td>
<td>50.0%</td>
<td>9</td>
<td>45.0%</td>
<td>20</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>1</td>
<td>5.0%</td>
<td>5</td>
<td>25.0%</td>
<td>9</td>
<td>45.0%</td>
<td>5</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>4</td>
<td>20.0%</td>
<td>16</td>
<td>80.0%</td>
<td>20</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>1</td>
<td>5.0%</td>
<td>2</td>
<td>10.0%</td>
<td>8</td>
<td>40.0%</td>
<td>5</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>1</td>
<td>5.0%</td>
<td>1</td>
<td>5.0%</td>
<td>7</td>
<td>35.0%</td>
<td>9</td>
</tr>
</tbody>
</table>
### Table 2

<table>
<thead>
<tr>
<th></th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
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<td>3</td>
<td>5</td>
<td>4.00</td>
<td>.649</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>20</td>
<td>3</td>
<td>5</td>
<td>4.40</td>
<td>.598</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>3.90</td>
<td>.852</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>20</td>
<td>4</td>
<td>5</td>
<td>4.80</td>
<td>.410</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>3.45</td>
<td>1.099</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>4.33</td>
<td>.840</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

### Graph 1

![Graph 1](image1)

### Graph 2

![Graph 2](image2)
**Graph 3**

Variety of advanced course offerings

**Graph 4**

Level of clerical staff support

**Graph 5**

Clarity of departmental goals for the next two years

**Graph 6**

Availability of computer/data base software relevant to your work
<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>1</td>
<td>5.0%</td>
<td>2</td>
<td>10.0%</td>
<td>13</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>1</td>
<td>5.0%</td>
<td>2</td>
<td>10.0%</td>
<td>11</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>2</td>
<td>10.0%</td>
<td>3</td>
<td>15.0%</td>
<td>7</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>3</td>
<td>15.0%</td>
<td>2</td>
<td>10.0%</td>
<td>6</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>2</td>
<td>10.0%</td>
<td>3</td>
<td>15.0%</td>
<td>7</td>
</tr>
</tbody>
</table>
Table 4

<table>
<thead>
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<th>Description</th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>4.00</td>
<td>.725</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>4.10</td>
<td>.788</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>4.05</td>
<td>.999</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>4.05</td>
<td>1.099</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>4.05</td>
<td>.999</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.

Graph 7

Graph 8

The department's program of study is academically challenging.

Faculty in the department work together toward program goals.
In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.

Guidelines regarding job performance are clear to faculty in the department.
### Table 5

<table>
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<tr>
<th></th>
<th>Significantly too little emphasis</th>
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<th>3</th>
<th>4</th>
<th>Significantly too much emphasis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Research tasks</td>
<td>1</td>
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<td>3</td>
<td>15.0%</td>
<td>10</td>
<td>50.0%</td>
</tr>
<tr>
<td>Service to department</td>
<td>1</td>
<td>5.0%</td>
<td>13</td>
<td>65.0%</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
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<td>5.0%</td>
<td>2</td>
<td>10.0%</td>
<td>11</td>
<td>55.0%</td>
</tr>
<tr>
<td>Teaching</td>
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<td>10.0%</td>
<td>11</td>
<td>55.0%</td>
<td>4</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

### Table 6

**Descriptive Statistics(a)**

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<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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</thead>
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<tr>
<td>Research tasks</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>3.15</td>
<td>.988</td>
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<tr>
<td>Service to department</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>3.30</td>
<td>.657</td>
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<td>Publishing in certain journals</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>3.30</td>
<td>1.081</td>
</tr>
<tr>
<td>Teaching</td>
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<td>2</td>
<td>5</td>
<td>3.40</td>
<td>.883</td>
</tr>
</tbody>
</table>

*a Minimum/Maximum range denotes range: 1=significantly too little emphasis to 5=significantly too much emphasis. Don’t know/not applicable and missing data excluded from analysis.*
Graph 12

Significantly too little

Significantly too much

Research tasks

Graph 13

Significantly too much

Service to department

Graph 14

Publishing in certain journals

Graph 15

Teaching
<table>
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<tr>
<th></th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
<th>Total</th>
<th></th>
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<tr>
<td></td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in</td>
<td>9</td>
<td>45.0%</td>
<td>11</td>
<td>55.0%</td>
<td>20</td>
<td>100.0%</td>
</tr>
<tr>
<td>your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in</td>
<td>16</td>
<td>80.0%</td>
<td>4</td>
<td>20.0%</td>
<td>20</td>
<td>100.0%</td>
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<td>your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University</td>
<td>14</td>
<td>70.0%</td>
<td>6</td>
<td>30.0%</td>
<td>20</td>
<td>100.0%</td>
</tr>
<tr>
<td>to support research in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more</td>
<td>19</td>
<td>95.0%</td>
<td>1</td>
<td>5.0%</td>
<td>20</td>
<td>100.0%</td>
</tr>
<tr>
<td>articles submitted to journal(s) in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you ever been the editor of any journals or served on any editorial boards in your field?

Have you been awarded any grants from Georgia State University to support research in your field?

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
Table 8

<table>
<thead>
<tr>
<th>How many professional articles or chapters in books have you published in the last five years?</th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>5.0%</td>
<td>1</td>
<td>5.0%</td>
<td>1</td>
<td>5.0%</td>
<td>5</td>
</tr>
</tbody>
</table>

| How many authored books or edited books have you published in the last five years? | 11 | 55.0% | 9  | 45.0% | 20 | 100.0% |

| How many monographs, manuals, or reviews have you published in the last five years? | 10 | 50.0% | 4  | 20.0% | 4  | 20.0% | 1  | 5.0% | 1  | 5.0% | 20 | 100.0% |

| How many formal presentations have you given at professional meetings over the last five years? | 2  | 10.0% | 1  | 5.0% | 3  | 15.0% | 14 | 70.0% | 20 | 100.0% |

| How many formal presentations have you given at other colleges or institutions over the last five years? | 6  | 30.0% | 9  | 45.0% | 2  | 10.0% | 2  | 10.0% | 1  | 5.0% | 20 | 100.0% |
### Table 9

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>20</td>
<td>0</td>
<td>4</td>
<td>3.30</td>
<td>1.129</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>20</td>
<td>0</td>
<td>1</td>
<td>.45</td>
<td>.510</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>20</td>
<td>0</td>
<td>4</td>
<td>.95</td>
<td>1.191</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>3.45</td>
<td>.999</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>20</td>
<td>0</td>
<td>4</td>
<td>1.15</td>
<td>1.137</td>
</tr>
</tbody>
</table>

* a Minimum/Maximum range denotes range: 0=none, 1=1-2, 2=3-4, 3=5-6, 4=7 or more. Not applicable and missing data excluded from analysis.
How many professional articles or chapters in books have you published in the last five years?

How many authored books or edited books have you published in the last five years?

How many monographs, manuals, or reviews have you published in the last five years?

How many formal presentations have you given at professional meetings over the last five years?
How many formal presentations have you given at other colleges or institutions over the last five years?
The Department of Sociology - Supplemental Questions

Table 10

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
<td>8</td>
<td>40.0%</td>
<td>12</td>
</tr>
</tbody>
</table>

Graph 25

![Gender Distribution Graph]

Table 11

<table>
<thead>
<tr>
<th>Rank</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer or Assistant Professor</td>
<td>10</td>
<td>50.0%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Graph 26

![Rank Distribution Graph]
### Table 12

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Graduate student advising process</td>
<td>1</td>
<td>5.0</td>
<td>4</td>
<td>20.0</td>
<td>4</td>
<td>20.0%</td>
<td>20</td>
</tr>
<tr>
<td>Support of faculty seeking funding</td>
<td>2</td>
<td>10.0</td>
<td>4</td>
<td>20.0</td>
<td>11</td>
<td>55.0%</td>
<td>20</td>
</tr>
<tr>
<td>Overall work satisfaction</td>
<td>1</td>
<td>5.0</td>
<td>6</td>
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<td>8</td>
<td>40.0%</td>
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### Table 13

<table>
<thead>
<tr>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
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<tr>
<td>Graduate student advising process</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>3.35</td>
<td>1.089</td>
</tr>
<tr>
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<td>19</td>
<td>2</td>
<td>5</td>
<td>3.68</td>
<td>.820</td>
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<tr>
<td>Overall work satisfaction</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>3.85</td>
<td>.875</td>
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</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Not applicable and missing data excluded from analysis.
Graph 27: Graduate student advising process

Graph 28: Support of faculty seeking funding

Graph 29: Overall work satisfaction
Table 14

<table>
<thead>
<tr>
<th></th>
<th>Rank</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Lecturer or Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td></td>
</tr>
<tr>
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<td>Female</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
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<td>3</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
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<tr>
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<tr>
<td></td>
<td>Excellent</td>
<td>4</td>
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<tr>
<td>Scholarship of the faculty in the department</td>
<td>Frequency of required course offerings</td>
<td>Variety of advanced course offerings</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Female Mean</td>
<td>4.13</td>
<td>4.50</td>
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<td>8</td>
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<td>.535</td>
</tr>
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<td>4.33</td>
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<td>12</td>
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<td>.651</td>
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<td>20</td>
</tr>
<tr>
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<td>.598</td>
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</table>

<table>
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<tr>
<th>Lecturer or Assistant Professor</th>
<th>Mean</th>
<th>3.70</th>
<th>4.30</th>
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<th>3.00</th>
<th>4.11</th>
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<tbody>
<tr>
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<td>10</td>
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<tr>
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<td>.675</td>
<td>.843</td>
<td>.483</td>
<td>1.155</td>
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<td>Associate Professor Mean</td>
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<td>5.00</td>
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<td>4.60</td>
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<td>5</td>
<td>5</td>
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</tr>
<tr>
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<td>.548</td>
<td>.707</td>
<td>.000</td>
<td>.548</td>
<td>.548</td>
<td></td>
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<tr>
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<td>4.80</td>
<td>3.40</td>
<td>4.50</td>
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<td>5</td>
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<td>4</td>
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<tr>
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<td>.548</td>
<td>.894</td>
<td>.447</td>
<td>.894</td>
<td>.577</td>
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<td>4.80</td>
<td>3.45</td>
<td>4.33</td>
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<td>.598</td>
<td>.852</td>
<td>.410</td>
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<td>.840</td>
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</tr>
</tbody>
</table>
Graph 30: Scholarship of the faculty in the department

Graph 31: Frequency of required course offerings

Graph 32: Variety of advanced course offerings

Graph 33: Level of clerical staff support
**Graph 34**

Clarity of departmental goals for the next two years

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
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<tr>
<td>2</td>
<td>10.0%</td>
</tr>
<tr>
<td>3</td>
<td>20.0%</td>
</tr>
<tr>
<td>4</td>
<td>30.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

**Graph 35**

Availability of computer/data base software relevant to your work

<table>
<thead>
<tr>
<th>Availability</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>10.0%</td>
</tr>
<tr>
<td>4</td>
<td>20.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

**Graph 36**

Scholarship of the faculty in the department

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer or Assistant</td>
<td>40.0%</td>
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<tr>
<td>Professor</td>
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</tr>
<tr>
<td>Associate Professor</td>
<td>50.0%</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
</tr>
</tbody>
</table>

**Graph 37**

Frequency of required course offerings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Lecturer or Assistant</td>
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</tr>
<tr>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>30.0%</td>
</tr>
<tr>
<td>Professor</td>
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</tr>
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</table>
Graph 38
Variety of advanced course offerings

Graph 39
Level of clerical staff support

Graph 40
Clarity of departmental goals for the next two years

Graph 41
Availability of computer/data base software relevant to your work
<table>
<thead>
<tr>
<th>The department's program of study is academically challenging.</th>
<th>Rank</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>Lecturer or Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>10.0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>20.0</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>70.0</td>
<td>3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>Lecturer or Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>10.0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10.0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>70.0</td>
<td>2</td>
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<tr>
<td>Strongly agree</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>Lecturer or Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>20.0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10.0</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>40.0</td>
<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>Lecturer or Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>30.0</td>
<td>1</td>
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<td>3</td>
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<td>1</td>
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<tr>
<td>4</td>
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</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>Lecturer or Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>20.0</td>
<td>2</td>
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<tr>
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<tr>
<td>4</td>
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<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>30.0</td>
</tr>
</tbody>
</table>
Table 17
Descriptives

Range: 1=strongly disagree to 5=strongly agree

<table>
<thead>
<tr>
<th></th>
<th>The department's program of study is academically challenging.</th>
<th>Faculty in the department work together toward program goals.</th>
<th>In our department, faculty feel comfortable expressing different views and opinions.</th>
<th>I have adequate opportunities to influence decisions made in the department about our programs.</th>
<th>Guidelines regarding job performance are clear to faculty in the department.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean 4.13</td>
<td>4.25</td>
<td>4.25</td>
<td>4.13</td>
<td>4.38</td>
</tr>
<tr>
<td>Female</td>
<td>N 8</td>
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<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
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<td>.463</td>
<td>1.035</td>
<td>1.126</td>
<td>.744</td>
</tr>
<tr>
<td>Male</td>
<td>Mean 3.92</td>
<td>4.00</td>
<td>3.92</td>
<td>4.00</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
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<td>12</td>
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<td>12</td>
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<tr>
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<td>.996</td>
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<td>1.115</td>
</tr>
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<td>4.05</td>
<td>4.05</td>
<td>4.05</td>
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<td>20</td>
<td>20</td>
<td>20</td>
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<td></td>
<td>Std. Deviation .725</td>
<td>.788</td>
<td>.999</td>
<td>1.099</td>
<td>.999</td>
</tr>
</tbody>
</table>

|                                      | Mean 3.60                                                    | 3.80                                                          | 3.80                                                                             | 3.50                                                                             | 3.70                                                                             |
| Lecturer or Assistant Professor      | N 10                                                         | 10                                                            | 10                                                                               | 10                                                                               | 10                                                                               |
|                                      | Std. Deviation .699                                          | .789                                                          | 1.135                                                                            | 1.179                                                                            | 1.160                                                                            |
| Associate Professor                  | Mean 4.40                                                    | 4.20                                                          | 4.60                                                                             | 4.60                                                                             | 4.60                                                                             |
|                                      | N 5                                                          | 5                                                             | 5                                                                                | 5                                                                                | 5                                                                                |
|                                      | Std. Deviation .548                                          | .837                                                          | .548                                                                             | .548                                                                             | .548                                                                             |
| Professor                            | Mean 4.40                                                    | 4.60                                                          | 4.00                                                                             | 4.60                                                                             | 4.20                                                                             |
|                                      | N 5                                                          | 5                                                             | 5                                                                                | 5                                                                                | 5                                                                                |
|                                      | Std. Deviation .548                                          | .548                                                          | 1.000                                                                            | .894                                                                             | .837                                                                             |
| Total                                | Mean 4.00                                                    | 4.10                                                          | 4.05                                                                             | 4.05                                                                             | 4.05                                                                             |
|                                      | N 20                                                         | 20                                                            | 20                                                                               | 20                                                                               | 20                                                                               |
|                                      | Std. Deviation .725                                          | .788                                                          | .999                                                                             | 1.099                                                                            | .999                                                                             |
The department's program of study is academically challenging.

Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.
Graph 46

Guidelines regarding job performance are clear to faculty in the department.

Graph 47

The department's program of study is academically challenging.

Graph 48

Faculty in the department work together toward program goals.

Graph 49

In our department, faculty feel comfortable expressing different views and opinions.
Graph 50

I have adequate opportunities to influence decisions made in the department about our programs.

Graph 51

Guidelines regarding job performance are clear to faculty in the department.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>Lecturer or Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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</tr>
<tr>
<td>Significantly too much</td>
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Descriptives

Range: 1=significantly too little emphasis to 5=significantly too much emphasis

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|                  |                |                        |                               |          |
| **Lecturer or Assistant Professor** |                |                        |                               |          |
| Mean             | 3.00           | 3.50                   | 3.20                          | 3.60     |
| N                | 10             | 10                     | 10                            | 10       |
| Std. Deviation   | 1.155          | .707                   | 1.398                         | .966     |
| **Associate Professor** |                |                        |                               |          |
| Mean             | 3.60           | 3.20                   | 3.80                          | 3.40     |
| N                | 5              | 5                      | 5                             | 5        |
| Std. Deviation   | .894           | .447                   | .837                          | 1.140    |
| **Professor**    |                |                        |                               |          |
| Mean             | 3.00           | 3.00                   | 3.00                          | 3.00     |
| N                | 5              | 5                      | 5                             | 5        |
| Std. Deviation   | .707           | .707                   | .000                          | .000     |
| **Total**        |                |                        |                               |          |
| Mean             | 3.15           | 3.30                   | 3.30                          | 3.40     |
| N                | 20             | 20                     | 20                            | 20       |
| Std. Deviation   | .988           | .657                   | 1.081                         | .883     |
Graph 56

Research tasks

Graph 57

Service to department

Graph 58

Publishing in certain journals

Graph 59

Teaching
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Have you ever been the editor of any journals or served on any editorial boards in your field?

Have you been awarded any grants from Georgia State University to support research in your field?

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
Have you ever been the editor of any journals or served on any editorial boards in your field?

Have you been awarded any grants from Georgia State University to support research in your field?

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
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- 1-2: 10.0%
- 3-4: 20.0%
- 5-6: 30.0%
- 7 or more: 40.0%

Gender
- Female: 50.0%
- Male: 50.0%

How many professional articles or chapters in books have you published in the last five years?

- 0: 0.0%
- 1-2: 20.0%
- 3-4: 40.0%
- 5-6: 60.0%
- 7 or more: 80.0%

Rank
- Lecturer or Assistant Professor: 10.0%
- Associate Professor: 20.0%
- Professor: 70.0%

How many authored books or edited books have you published in the last five years?

- 0: 0.0%
- 1-2: 50.0%
- 3-4: 50.0%
- 5-6: 0.0%
- 7 or more: 0.0%

Rank
- Lecturer or Assistant Professor: 60.0%
- Associate Professor: 40.0%

How many monographs, manuals, or reviews have you published in the last five years?

- 0: 0.0%
- 1-2: 20.0%
- 3-4: 40.0%
- 5-6: 60.0%
- 7 or more: 80.0%

Rank
- Lecturer or Assistant Professor: 40.0%
- Associate Professor: 60.0%
- Professor: 0.0%
Table 23

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| **Lecturer or Assistant Professor** | Mean | 2.90 | 3.40 | 3.40 |
| **N** | 10 | 10 | 10 |
| **Std. Deviation** | 1.101 | .843 | .843 |
| **Associate Professor** | Mean | 3.80 | 3.75 | 4.20 |
| **N** | 5 | 4 | 5 |
| **Std. Deviation** | 1.095 | .500 | .837 |
| **Professor** | Mean | 3.80 | 4.20 | 4.40 |
| **N** | 5 | 5 | 5 |
| **Std. Deviation** | .837 | .837 | .548 |
| **Total** | Mean | 3.35 | 3.68 | 3.85 |
| **N** | 20 | 19 | 20 |
| **Std. Deviation** | 1.089 | .820 | .875 |
The Faculty Survey Findings Comparisons Report is based on normative comparisons generated out of the University Faculty Survey Database. Currently, this database includes 15 departments representing five colleges within the university.

Comparison data are from the standardized Faculty Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 87.7 percent. The Department of Sociology response rate for this survey is 87.0 percent.
### Table 1

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

Graph 1

![Graph showing the distribution of Scholarship of the faculty in the department]
Graph 5

Clarity of departmental goals for the next two years

Graph 6

Availability of computer/data base software relevant to your work
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(a) Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.

Graph 7

The department’s program of study is academically challenging.
Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.
Graph 11

Guidelines regarding job performance are clear to faculty in the department.

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<td>253</td>
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<tr>
<td>Department</td>
<td>20</td>
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<td>Total</td>
<td>273</td>
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<tr>
<td><strong>Teaching</strong></td>
<td></td>
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<tr>
<td>University</td>
<td>277</td>
</tr>
<tr>
<td>Department</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>297</td>
</tr>
</tbody>
</table>

*a  Minimum/Maximum denotes range: 1=significantly too little to 5=significantly too much. Don't know/not applicable and missing data excluded from analysis.

Graph 12

Graph 13
Graph 14

Publishing in certain journals

Graph 15

Teaching
Table 7

<table>
<thead>
<tr>
<th>Have you ever been the editor of any journals or served on any editorial boards in your field?</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>N</th>
<th>%</th>
<th>Department</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>University</td>
<td>152</td>
<td>53.7</td>
<td>9</td>
<td>131</td>
<td>46.3</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>University</td>
<td>131</td>
<td>46.3</td>
<td>11</td>
<td>152</td>
<td>53.7</td>
<td>9</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>University</td>
<td>181</td>
<td>63.7</td>
<td>16</td>
<td>131</td>
<td>46.3</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>University</td>
<td>103</td>
<td>36.3</td>
<td>4</td>
<td>181</td>
<td>63.7</td>
<td>16</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>University</td>
<td>180</td>
<td>62.3</td>
<td>14</td>
<td>103</td>
<td>36.3</td>
<td>4</td>
</tr>
<tr>
<td>Yes</td>
<td>University</td>
<td>109</td>
<td>37.7</td>
<td>6</td>
<td>180</td>
<td>62.3</td>
<td>14</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>University</td>
<td>214</td>
<td>76.2</td>
<td>19</td>
<td>109</td>
<td>37.7</td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>University</td>
<td>67</td>
<td>23.8</td>
<td>1</td>
<td>214</td>
<td>76.2</td>
<td>19</td>
</tr>
</tbody>
</table>

Graph 16

Have you ever been the editor of any journals or served on any editorial boards in your field?
Graph 17

Have you been awarded any grants from Georgia State University to support research in your field?

Graph 18

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

Graph 19

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
Table 8

<table>
<thead>
<tr>
<th>How many professional articles or chapters in books have you published in the last five years?</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>22</td>
<td>8.3</td>
<td>1</td>
</tr>
<tr>
<td>1-2</td>
<td>36</td>
<td>13.5</td>
<td>1</td>
</tr>
<tr>
<td>3-4</td>
<td>39</td>
<td>14.7</td>
<td>1</td>
</tr>
<tr>
<td>5-6</td>
<td>46</td>
<td>17.3</td>
<td>5</td>
</tr>
<tr>
<td>7 or more</td>
<td>120</td>
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<td>12</td>
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<tr>
<td>8</td>
<td>3</td>
<td>1.1</td>
<td>156</td>
</tr>
<tr>
<td>1-2</td>
<td>96</td>
<td>36.1</td>
<td>9</td>
</tr>
<tr>
<td>3-4</td>
<td>8</td>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>7 or more</td>
<td>3</td>
<td>1.1</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>1.1</td>
<td>111</td>
</tr>
<tr>
<td>1-2</td>
<td>87</td>
<td>32.6</td>
<td>4</td>
</tr>
<tr>
<td>3-4</td>
<td>37</td>
<td>13.9</td>
<td>4</td>
</tr>
<tr>
<td>5-6</td>
<td>16</td>
<td>6.0</td>
<td>1</td>
</tr>
<tr>
<td>7 or more</td>
<td>13</td>
<td>4.9</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>1.1</td>
<td>3</td>
</tr>
</tbody>
</table>

| How many authored books or edited books have you published in the last five years? |
|---|---|---|---|
| | N | % | N | % |
| 0 | 156 | 58.6 | 11 | 55.0 |
| 1-2 | 96 | 36.1 | 9 | 45.0 |
| 3-4 | 8 | 3.0 | 3 | 1.1 |
| 7 or more | 3 | 1.1 |
| 8 | 3 | 1.1 |

| How many monographs, manuals, or reviews have you published in the last five years? |
|---|---|---|---|
| | N | % | N | % |
| 0 | 111 | 41.6 | 10 | 50.0 |
| 1-2 | 87 | 32.6 | 4 | 20.0 |
| 3-4 | 37 | 13.9 | 4 | 20.0 |
| 5-6 | 16 | 6.0 | 1 | 5.0 |
| 7 or more | 13 | 4.9 | 1 | 5.0 |
| 8 | 3 | 1.1 |

| How many formal presentations have you given at professional meetings over the last five years? |
|---|---|---|---|
| | N | % | N | % |
| 0 | 10 | 3.5 | 24 | 8.4 |
| 1-2 | 24 | 8.4 | 2 | 10.0 |
| 3-4 | 43 | 15.1 | 1 | 5.0 |
| 5-6 | 53 | 18.6 | 3 | 15.0 |
| 7 or more | 154 | 54.0 | 14 | 70.0 |
| 8 | 1 | 0.4 |

| How many formal presentations have you given at other colleges or institutions over the last five years? |
|---|---|---|---|
| | N | % | N | % |
| 0 | 68 | 23.9 | 6 | 30.0 |
| 1-2 | 83 | 29.1 | 9 | 45.0 |
| 3-4 | 60 | 21.1 | 2 | 10.0 |
| 5-6 | 26 | 9.1 | 2 | 10.0 |
| 7 or more | 47 | 16.5 | 1 | 5.0 |
| 8 | 1 | 0.4 |
Table 9

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>266</td>
<td>2.84</td>
<td>1.466</td>
<td>0</td>
<td>8</td>
</tr>
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<td>Department</td>
<td>20</td>
<td>3.30</td>
<td>1.129</td>
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<td>4</td>
</tr>
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<td>Total</td>
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<td>1.448</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>266</td>
<td>.56</td>
<td>1.038</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Department</td>
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<td>.45</td>
<td>.510</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<td>.55</td>
<td>1.010</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
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<td>1.07</td>
<td>1.336</td>
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<td>8</td>
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<tr>
<td>Department</td>
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<td>.95</td>
<td>1.191</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
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<td>1.06</td>
<td>1.325</td>
<td>0</td>
<td>8</td>
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<td>How many formal presentations have you given at professional meetings over the last five years?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>285</td>
<td>3.13</td>
<td>1.191</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Department</td>
<td>20</td>
<td>3.45</td>
<td>.999</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>3.15</td>
<td>1.181</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>285</td>
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<td>1.422</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Department</td>
<td>20</td>
<td>1.15</td>
<td>1.137</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>1.64</td>
<td>1.410</td>
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<td>8</td>
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</tbody>
</table>

a Minimum/Maximum denotes range: 0=none, 1=1-2, 2=3-4, 3=5-6, 4=7 or more. Not applicable and missing data excluded from analysis.
Graph 23

How many formal presentations have you given at professional meetings over the last five years?

Graph 24

How many formal presentations have you given at other colleges or institutions over the last five years?
Sociology Faculty Comments

1) The College and department of Sociology put too much weight on quantified student evaluation. 2) Although the College and department claim to emphasize research & teaching in global perspectives, in reality, few courses are offered. New courses in this field are not really encouraged! 3) The College and dept. put more emphasis on getting grants than writing books. Consequently, scholarly reputation of the department and University can be affected!

More emphasis needs to be placed on obtaining external funding. The faculty should begin to add to our resources rather than only consuming them. The faculty evaluation norms are a bit soft given the potential of most new hires. We have improved but not fast enough.

1) Faculty Salaries – especially for junior faculty – must be addressed and actively pursued at higher administrative levels. If this situation is not improved, junior faculty (and New associate professors) will be forced to leave. 2) Re-structure summer research money so that junior faculty are more likely to get it. This would accomplish 2 things. First, it would help with the morale of the junior faculty who are all very underpaid. Second, it would help with research productivity and tenure requirements.

Strong collegial dept. w/solid goals & foci. Underpaid faculty.

It is imperative that the university address the problem of junior faculty salaries. Morale amongst the junior and recently tenured faculty has declined precipitously over the past year. The cost of living in Atlanta is staggering for new faculty. Without conscientious effort on the part of the university, I truly fear that our ability to attract and retain new faculty will be severely compromised.

Senior men have disproportionate power in decision-making. Other than this inequity, I think the department is generally a wonderful place to be.

Better faculty pay for Ass’ts & Jr. Assoc’s
Methods

Sampling

A list of graduate students was provided by the Department of Sociology. A graduate student was defined as a full- or part-time student enrolled as a graduate major in the Department of Sociology.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 61.4 percent.

Survey Instruments

A general questionnaire was developed and modified for graduate students. The survey was designed to correspond to the Graduate Alumni Survey for comparative purposes.

The Graduate Student Survey consisted of 20 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the graduate student experience in the Department of Sociology. The survey included a qualitative component that solicited general comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N, %</td>
<td>N, %</td>
<td>N,</td>
<td>%</td>
<td>N,</td>
<td>N, %</td>
<td>N, %</td>
<td>N</td>
</tr>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>2, 4.7</td>
<td>3, 7.0</td>
<td>4, 9.3</td>
<td>16, 37.2</td>
<td>16, 37.2</td>
<td>2, 4.7</td>
<td>43</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>5, 11.6</td>
<td>7, 16.3</td>
<td>20, 46.5</td>
<td>10, 23.3</td>
<td>1, 2.3</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>2, 4.7</td>
<td>3, 7.0</td>
<td>24, 55.8</td>
<td>13, 30.2</td>
<td>1, 2.3</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>4, 9.3</td>
<td>8, 18.6</td>
<td>16, 37.2</td>
<td>12, 27.9</td>
<td>3, 7.0</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>3, 7.0</td>
<td>3, 7.0</td>
<td>12, 27.9</td>
<td>14, 32.6</td>
<td>10, 23.3</td>
<td>1, 2.3</td>
<td>43</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>2, 4.8</td>
<td>3, 7.1</td>
<td>9, 21.4</td>
<td>12, 28.6</td>
<td>16, 38.1</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>N</td>
<td>Minimum</td>
<td>Maximum</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members in the department are interested in the academic</td>
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<td>1</td>
<td>5</td>
<td>4.00</td>
<td>1.118</td>
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<tr>
<td>development of graduate majors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>42</td>
<td>2</td>
<td>5</td>
<td>3.83</td>
<td>.935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>42</td>
<td>2</td>
<td>5</td>
<td>4.14</td>
<td>.751</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional</td>
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<td>5</td>
<td>3.90</td>
<td>.955</td>
<td></td>
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<tr>
<td>career and/or further study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students</td>
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<td>1</td>
<td>5</td>
<td>3.60</td>
<td>1.149</td>
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<td></td>
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<tr>
<td>about student concerns.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
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<td>5</td>
<td>3.88</td>
<td>1.152</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.
There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
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<td>Academic advisement available in the department</td>
<td>2</td>
<td>4.7</td>
<td>4</td>
<td>9.3</td>
<td>9</td>
<td>20.9</td>
<td>13</td>
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<td>7.0</td>
<td>7</td>
<td>16.3</td>
<td>12</td>
<td>27.9</td>
<td>8</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>1</td>
<td>2.4</td>
<td>5</td>
<td>12.2</td>
<td>17</td>
<td>41.5</td>
<td>16</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>2.3</td>
<td>9</td>
<td>20.9</td>
<td>24</td>
<td>55.8</td>
<td>9</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>2</td>
<td>4.7</td>
<td>11</td>
<td>25.6</td>
<td>17</td>
<td>39.5</td>
<td>9</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>2</td>
<td>4.7</td>
<td>7</td>
<td>16.3</td>
<td>11</td>
<td>25.6</td>
<td>3</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
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<td>4.7</td>
<td>10</td>
<td>23.3</td>
<td>9</td>
<td>20.9</td>
<td>13</td>
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<tr>
<td>Clarity of degree requirements</td>
<td>3</td>
<td>7.0</td>
<td>7</td>
<td>16.3</td>
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<td>30.2</td>
<td>12</td>
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</table>
### Table 4

<table>
<thead>
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<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>1</td>
<td>5</td>
<td>3.72</td>
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<td>39</td>
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<td>5</td>
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<td>.777</td>
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<td>43</td>
<td>2</td>
<td>5</td>
<td>3.95</td>
<td>.722</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>39</td>
<td>2</td>
<td>5</td>
<td>3.85</td>
<td>.844</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>40</td>
<td>1</td>
<td>5</td>
<td>3.30</td>
<td>1.018</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>40</td>
<td>1</td>
<td>5</td>
<td>3.28</td>
<td>1.154</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>42</td>
<td>1</td>
<td>5</td>
<td>3.57</td>
<td>1.272</td>
</tr>
</tbody>
</table>

*a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.*
Graph 9

Availability of faculty to students outside the classroom

Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings
Graph 13
Variety of graduate course offerings

Graph 14
Clarity of degree requirements

Table 5
<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
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<td></td>
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<td>11</td>
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Graph 15

Department of Sociology - Supplemental Questions
Table 6

<table>
<thead>
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<th>Race/Ethnicity</th>
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</tr>
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<td>African American or Black</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>White</td>
<td>30</td>
<td>76.9</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>4</td>
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Table 7

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<td>No</td>
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### Table 8

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<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Not applicable</th>
<th>Total</th>
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<td>7</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>%</td>
<td>16.7</td>
<td>16.7</td>
<td>31.0</td>
<td>11.9</td>
<td>12.2</td>
<td>7.1</td>
<td>42</td>
</tr>
</tbody>
</table>

| Opportunities to teach                 | 1    | 5 | 5 | 13 | 5 | 12.2 | 29.3 | 41 |
| N                                      | 2.4  | 12.2 | 12.2 | 31.7 | 12.2 | 36.6 | 41 |

| Opportunities to coauthor with faculty | 5    | 7 | 9 | 15 | 36.6 | 41 |
| N                                      | 12.2 | 17.1 | 22.0 | 36.6 | 29.3 | 41 |

### Table 9

<table>
<thead>
<tr>
<th></th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>5</td>
<td>3.05</td>
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</tr>
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</table>

\(a\) Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

### Graph 18

**Availability of Graduate Assistantships**

- Percentages for each rating (1=poor to 5=excellent) are displayed.

### Graph 19

**Opportunities to teach**

- Percentages for each rating (1=poor to 5=excellent) are displayed.
The Graduate Student Survey Findings Comparisons Report is based on normative comparisons generated out of the University Graduate Student Survey Database. Currently, this database includes 13 departments representing five colleges within the university.

Comparison data are from the standardized Graduate Student Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 60.3 percent. The Department of Sociology response rate for this survey is 61.4 percent.
Table 1

<table>
<thead>
<tr>
<th>Univ./Dept.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1231</td>
<td>96.6</td>
</tr>
<tr>
<td>Department</td>
<td>43</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>1274</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2

| Faculty members in the department are interested in the academic development of graduate majors. | Univ./Dept. | | | | Department | | |
| Strongly disagree | N | % | N | % | 2 | 4.9 | 2 | 7.3 |
| 2 | 64 | 5.3 | 3 | 7.3 |
| 3 | 160 | 13.3 | 4 | 9.8 |
| 4 | 416 | 34.6 | 16 | 39.0 |
| Strongly agree | 528 | 44.0 | 16 | 39.0 |
| The graduate program of study is academically challenging. | Strongly disagree | 39 | 3.2 | 2 | 7.3 |
| 2 | 76 | 6.2 | 5 | 11.9 |
| 3 | 176 | 14.5 | 7 | 16.7 |
| 4 | 463 | 38.0 | 20 | 47.6 |
| Strongly agree | 463 | 38.0 | 10 | 23.8 |
| Faculty in the department are appropriately prepared for their courses. | Strongly disagree | 26 | 2.1 | 2 | 4.9 |
| 2 | 44 | 3.6 | 3 | 7.1 |
| 3 | 135 | 11.1 | 3 | 7.1 |
| 4 | 511 | 41.9 | 24 | 57.1 |
| Strongly agree | 503 | 41.3 | 13 | 31.0 |
| I feel the graduate program is preparing me for my professional career and/or further study. | Strongly disagree | 32 | 2.6 | 2 | 10.0 |
| 2 | 69 | 5.7 | 4 | 10.0 |
| 3 | 187 | 15.5 | 8 | 20.0 |
| 4 | 442 | 36.6 | 16 | 40.0 |
| Strongly agree | 478 | 39.6 | 12 | 30.0 |
| There is open communication between faculty and graduate students about student concerns. | Strongly disagree | 55 | 4.6 | 3 | 7.1 |
| 2 | 129 | 10.8 | 3 | 7.1 |
| 3 | 213 | 17.9 | 12 | 28.6 |
| 4 | 378 | 31.7 | 14 | 33.3 |
| Strongly agree | 417 | 35.0 | 10 | 23.8 |
| Class size is suitable for effective learning. | Strongly disagree | 44 | 3.6 | 2 | 4.8 |
| 2 | 76 | 6.2 | 3 | 7.1 |
| 3 | 133 | 10.9 | 9 | 21.4 |
| 4 | 371 | 30.4 | 12 | 28.6 |
| Strongly agree | 596 | 48.9 | 16 | 38.1 |
Table 3

<table>
<thead>
<tr>
<th></th>
<th>Descriptives(a)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Faculty members in</td>
<td>University</td>
</tr>
<tr>
<td>the department are</td>
<td>Department</td>
</tr>
<tr>
<td>interested in the</td>
<td>Total</td>
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<tr>
<td>academic development</td>
<td></td>
</tr>
<tr>
<td>of graduate majors.</td>
<td></td>
</tr>
<tr>
<td>The graduate</td>
<td>University</td>
</tr>
<tr>
<td>program of study is</td>
<td>Department</td>
</tr>
<tr>
<td>academically</td>
<td>Total</td>
</tr>
<tr>
<td>challenging.</td>
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<td>Faculty in the</td>
<td>University</td>
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<td>department are</td>
<td>Department</td>
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<tr>
<td>appropriately</td>
<td>Total</td>
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<tr>
<td>prepared for their</td>
<td></td>
</tr>
<tr>
<td>courses.</td>
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<tr>
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<td>University</td>
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<td>program is</td>
<td>Department</td>
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<td>preparing me for my</td>
<td>Total</td>
</tr>
<tr>
<td>professional career</td>
<td></td>
</tr>
<tr>
<td>and/or further study.</td>
<td></td>
</tr>
<tr>
<td>There is open</td>
<td>University</td>
</tr>
<tr>
<td>communication</td>
<td>Department</td>
</tr>
<tr>
<td>between faculty and</td>
<td>Total</td>
</tr>
<tr>
<td>graduate students</td>
<td></td>
</tr>
<tr>
<td>about student</td>
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<tr>
<td>concerns.</td>
<td></td>
</tr>
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<td>Class size is</td>
<td>University</td>
</tr>
<tr>
<td>suitable for effective</td>
<td>Department</td>
</tr>
<tr>
<td>learning.</td>
<td>Total</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.
I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Univ./Dept.</strong></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Academic advisement</td>
<td>Poor 78</td>
<td>6.9</td>
</tr>
<tr>
<td>available in the</td>
<td>2 140</td>
<td>12.4</td>
</tr>
<tr>
<td>department</td>
<td>3 295</td>
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</tr>
<tr>
<td></td>
<td>4 354</td>
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<tr>
<td>Excellent 264</td>
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<td>12</td>
</tr>
<tr>
<td>Career advisement</td>
<td>Poor 94</td>
<td>10.4</td>
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<tr>
<td>available in the</td>
<td>2 161</td>
<td>17.9</td>
</tr>
<tr>
<td>department</td>
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<td>29.3</td>
</tr>
<tr>
<td></td>
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<td>2</td>
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<td></td>
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Table 5

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<th>Maximum</th>
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<td>1.154</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<td>University</td>
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<td>1</td>
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<tr>
<td></td>
<td>Total</td>
<td>1257</td>
<td>3.95</td>
<td>1.028</td>
<td>1</td>
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</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable excluded from analysis.

Graph 7

Academic advisement available in the department

<table>
<thead>
<tr>
<th>Percent</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ./Dept.</td>
<td>University</td>
<td>Department</td>
<td>University</td>
<td>Department</td>
<td>University</td>
</tr>
<tr>
<td>Percent</td>
<td>0.0%</td>
<td>10.0%</td>
<td>20.0%</td>
<td>30.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

Academic advisement available in the department
Graph 8

Career advisement available in the department

Graph 9

Availability of faculty to students outside the classroom

Graph 10

Effectiveness of teaching methods used by faculty
Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings
Graph 14

Table 6

<table>
<thead>
<tr>
<th>Gender</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Female</td>
<td>754</td>
<td>70.2</td>
<td>25</td>
</tr>
<tr>
<td>Male</td>
<td>320</td>
<td>29.8</td>
<td>11</td>
</tr>
</tbody>
</table>

Graph 15
Sociology

Graduate Student Comments

I wish the dept. can organize weekly seminars & talks. Scholars from diverse fields, outside the dept can be invited. The dept can also take lead in forming a graduate discussion group through which students can discuss their ongoing research, as well as the problems they encounter during the course of their research.

SOME THINGS SHOULD IMPROVE. FOR EXAMPLE, THE COMPS SHOULD REFLECT OUR AREA OF INTERESTS AND SHOULD BE CHOSEN BY STUDENTS AS A COMMITTEE. THE CURRENT COMPS ARE SILLY AND UNJUSTIFIABLY DIFFICULT WITHOUT REFLECTING OUR EDUCATIONAL ATTAINMENT AND INTERESTS. OR – IF A STUDENT GETS AN A IN A CLASS HE/SHE SHOULDN’T TAKE THE QUALIFIER.

Somehow make it easier for working students to meet w/faculty and access the department after working hours. While the seminars have been of good quality, in the few that I took I often wanted to hear more from the professor. A little more “teaching” and instruction and a little less free form discussion would be helpful for me to get a more comprehensive view of the topic.

Professors need to be more aware of students going into Applied Sociology (careers outside of colleges) Stress the importance of internships & work experience along with classes.

A gender category? I mean really it is 2004 and of all departments Sociology should not list gender as male & female only.

1) The Department of Sociology should implement a more efficient way of communicating with students, particularly non-traditional students who may not have the opportunity or privilege of being in the department on a daily basis. Receiving memos of materials the day before they are due is inexceptable. 2) Offer more courses in medical sociology.

Some teachers have worked extremely hard to prepare the latest literature for their class. This is wonderful and only serves to open the student’s mind to the academic challenge set before him/her. Opportunities for co-authorship do exist, but they must be initiated by the student. Perhaps faculty members are interested in grad soci majors, but I have not seen this in my case. Samp size = 1

Comprehensive exams seem to detract from the quality of the graduate learning experience. Interdisciplinary events with faculty and students from other departments may enhance the experience of graduate students.

There seem to be too many opportunities to teach. Once someone teaches and has finished coursework, there is a great deal of pressure (too much) to teach multiple courses in one semester. This pressure doesn’t seem to be focused on student interests (ie it’s virtually impossible to teach three classes and write a dissertation, and get published, and prepare for the job market (research, etc.).

Many excellent faculty members, and a few poor ones. I would have answered “excellent” on all teaching quality questions until a particularly bad course experience this semester. The professor is unprepared, does not care about our progress, and does not provide suitably challenging coursework. Also, comprehensive exams are not in line with the requirements at comparable sociology departments.

There are some in the dept. that are wonderful & others that are horrible; I tried to give an average. The dept. is also fairly conservative to be a soci. dept. The dept. chair is also stand-offish. (Note) – there are not a lot of grad. Students in the dept., so my demographic information
may compromise my anonymity.

I think the department is unprepared to address the needs of ma only students (e.g. little guidance as to getting employment w/only a ma). MA only’s should be allowed to be teaching assistants or Research Assistants. The process to enter PhD program needs to be reevaluated for MA onlys. MA onlys should not have to resubmit all paperwork (e.g. transcripts, some applications). Those in joint program should not be allowed positions MA onlys can’t have until they have their MA degree. Enrollment needs to be limited to what the department can accommodate. The student corrals should not be on a first come first serve basis but prioritized on when you were admitted & when you received funding. Opportunities should be offered to all graduate students rather than the same handful of students that have the luxury to spend most of their time on the hall. Need better guidelines to complete Thesis & Dissertations. Need explanation of how the process works (committee formation, proposal, proposal defence, thesis/dissertation, defence, etc.) AKD/Soc Club should not have been dissolved w/o graduate student input. Back to limited enrollment – when applying to grad school I looked for schools with X number of grad students, not too big, not too small. The student body is getting too big. If we all need to take proseminar & stats, ideally our first semester, either more sections need to be added or enrollment needs to be capped.

Lack of student-faculty interaction outside of the classroom, unless the student makes the effort to be in the hallway. I do not even know if a faculty member is even interested in the same areas as I am – Social mixers that are more encompassing could be helpful. As for advisement, there is a lack of communication for new students to determine who to look to w/out knowing faculty. Besides that I find information on the exact requirements of the joint program very unclear.

I think the department would benefit greatly by creating diversity in multiple ways, so that the diverse body of students attracted to and accepted into the program feel connected to and involved in the department.

Prog. Needs more than 2 Theory Courses/2 Stat. Courses/2 Research Methods Not Training Students for Successful Careers Dept. has to think issues around Recruitment and Retention of Minority Students and faculties in the Dept. Minority Tenureship (faculty) and Student Completion Rate are alarming. Pass/Failure Rate of White and Non-White Students on the Qualifying Exams is a major Concern. Why are the Minority Students not passing the Qualifying Exams even when they Ace all the courses (the Exam Process/Needs to be Revisited) The Specialty Proj. is very unclear Minority Students access to the faculty is diff. from Majority Members.

1) Much of the emphasis for 1st year students is on job market & very little in terms of academic/curriculum requirements – especially for the joint program 2) While it is nice to see the department grow – we don’t have adequate resources – office/desk space, computers, study area, & class sizes are too large as a result. 3) The specialty project could be very beneficial if the scope was limited & used a tool for developing a publishable paper. 4) If the department’s aim is to be on par w/other strong sociology departments, we need to do a lot of work mentoring/developing our students & become a more cohesive department.

Overall, I believe that this department is very strong in its abilities to offer a quality education. However, there are some issues which should be, and I believe will be, addressed in the future. Below is a list of suggestions: 1) Concrete explanations of degree requirements, especially for joint (MA/PhD) program. 2) Open Communication and equal opportunities to receive graduate student funding and departmental job opportunities. 3) Changing the format and purpose of Comprehensive Exams. 4) Re-evaluation of the necessity of the Specialty Project requirement.

More communication between faculty & students need to exist regarding program progression, award & job opportunities available within department, & other career opportunities. I think a lot of student frustration revolves around lack of clear information regarding these decisions &
policies. Also, the 2003 cohort’s size has hurt the department. Not only are class sizes too large, thus inhibiting learning potential, but there is now a climate of competitiveness, distrust, suspicion, & fear. The department should raise admittance standards & limit the number of students entering each year. Finally, the policies regarding GRAs & GTAs & their varying levels (I, II, & III?) need to be explained. How pay works with a GRA & teaching appointments remains unclear.

I feel that this graduate program may be too large or that there is not a lot of outreach to students without funding. Students who are not offered funding have limited opportunities to develop mentor relationships with the faculty which can lead to coauthorship and receipt of funding in the future. In all, this graduate program has two different experiences – one for students who are funded and become fully integrated into the department and one for students without funding who are left with little guidance on structuring their academic careers.

i.) Make syllabus more challenging ii.) Diversify courses (Add – Political economy/globalization etc) iii.) Increase GRA/GTA stipend to subsistence level
Methods

Sampling

A list of undergraduate students was provided by the Department of Sociology. An undergraduate student was defined as a full- or part-time student enrolled as an undergraduate major in the Department of Sociology.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 41.3 percent.

Survey Instruments

A general questionnaire was developed and modified for undergraduate students. The survey was designed to correspond to the Undergraduate Alumni Survey for comparative purposes.

The Undergraduate Student Survey consisted of 20 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the undergraduate student experience in the Department of Sociology. The survey included a qualitative component that solicited general comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
## Table 1

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<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
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*a* Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department are interested in the academic development of undergraduate majors. Strongly disagree 2 3 4 Strongly agree

The undergraduate program of study is academically challenging. Strongly disagree 2 3 4 Strongly agree

Faculty in the department are appropriately prepared for their courses. Strongly disagree 2 3 4 Strongly agree

I feel the undergraduate program is preparing me for my professional career and/or further study. Strongly disagree 2 3 4 Strongly agree
There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
### Table 3

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<td>Frequency of undergraduate major course offerings</td>
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<td>Clarity of degree requirements</td>
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Table 4 Descriptive Statistics (a)

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty
Table 5

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Graph 15
## Table 6

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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Graph 17

How many courses do you take, on average, each term?
Table 8

<table>
<thead>
<tr>
<th></th>
<th>The sociology internship program was a valuable experience.</th>
</tr>
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<tbody>
<tr>
<td>Strongly disagree</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>4</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Don't know/Not applicable</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
</tr>
</tbody>
</table>

Table 9

<table>
<thead>
<tr>
<th></th>
<th>Descriptive Statistics(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>The sociology internship program was a valuable experience.</td>
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</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
### Table 10

<table>
<thead>
<tr>
<th>Frequency of required course offerings</th>
<th>Poor</th>
<th>%</th>
<th>N</th>
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</thead>
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<tr>
<td>2</td>
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<td>%</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
<td>%</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>N</td>
<td>%</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Excellent</td>
<td>N</td>
<td>%</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Don't know/Not applicable</td>
<td>N</td>
<td>%</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
</tr>
</tbody>
</table>

### Table 11

<table>
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<tr>
<th>Descriptive Statistics(a)</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
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<tr>
<td>Frequency of required course offerings</td>
<td>149</td>
<td>1</td>
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<td>3.26</td>
<td>1.153</td>
</tr>
</tbody>
</table>

*a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.*
### Table 12

<table>
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<th>AGE</th>
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</thead>
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<tr>
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<td>8</td>
<td>5.4</td>
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<td>18</td>
<td>12.2</td>
</tr>
<tr>
<td>22</td>
<td>28</td>
<td>18.9</td>
</tr>
<tr>
<td>23</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>24</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>25</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>26</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>27</td>
<td>4</td>
<td>2.7</td>
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<td>28</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>29</td>
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<td>0.7</td>
</tr>
<tr>
<td>30</td>
<td>2</td>
<td>1.4</td>
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<td>31</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>32</td>
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<td>0.7</td>
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<td>33</td>
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<td>1.4</td>
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### Table 13

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<tr>
<td>Missing</td>
<td>11</td>
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</tr>
<tr>
<td>N</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>27.19</td>
<td>8.138</td>
</tr>
<tr>
<td>Median</td>
<td>24.00</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>59</td>
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</table>

### Graph 20

**Frequency Distribution of Age**

- Mean = 27.19
- Std. Dev. = 8.138
- N = 148

---

**Statistics for Age**

<table>
<thead>
<tr>
<th>AGE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
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<td>12.2</td>
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<td>18.9</td>
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<td>16</td>
<td>10.8</td>
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<td>24</td>
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<td>8.1</td>
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<td>9</td>
<td>6.1</td>
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<tr>
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<td>7</td>
<td>4.7</td>
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<td>27</td>
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<td>2.7</td>
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<td>1.4</td>
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<tr>
<td>32</td>
<td>1</td>
<td>0.7</td>
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<tr>
<td>33</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>34</td>
<td>3</td>
<td>2.0</td>
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</tbody>
</table>
The Undergraduate Student Survey Findings Comparisons Report is based on normative comparisons generated out of the University Undergraduate Student Survey Database. Currently, this database includes 11 departments representing five colleges within the university.

Comparison data are from the standardized Undergraduate Student Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 41.3 percent. The Department of Sociology response rate for this survey is 41.3 percent.
### Table 1

<table>
<thead>
<tr>
<th>Univ./Dept.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1193</td>
<td>88.2</td>
</tr>
<tr>
<td>Department</td>
<td>159</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>1352</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>Strongly disagree</td>
<td>24</td>
<td>2.2</td>
<td>9</td>
<td>6.0</td>
<td>Strongly agree</td>
<td>414</td>
<td>38.1</td>
<td>67</td>
<td>45.0</td>
</tr>
<tr>
<td>The undergraduate program of study is academically challenging.</td>
<td>Strongly disagree</td>
<td>30</td>
<td>2.7</td>
<td>9</td>
<td>5.8</td>
<td>Strongly agree</td>
<td>140</td>
<td>11.9</td>
<td>118</td>
<td>16.0</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>Strongly disagree</td>
<td>25</td>
<td>2.3</td>
<td>9</td>
<td>6.0</td>
<td>Strongly agree</td>
<td>488</td>
<td>44.4</td>
<td>85</td>
<td>56.3</td>
</tr>
<tr>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>Strongly disagree</td>
<td>43</td>
<td>3.9</td>
<td>11</td>
<td>7.3</td>
<td>Strongly agree</td>
<td>122</td>
<td>10.6</td>
<td>12</td>
<td>1.8</td>
</tr>
<tr>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>Strongly disagree</td>
<td>51</td>
<td>4.7</td>
<td>6</td>
<td>4.2</td>
<td>Strongly agree</td>
<td>379</td>
<td>34.8</td>
<td>60</td>
<td>41.7</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>Strongly disagree</td>
<td>36</td>
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<td>10</td>
<td>6.5</td>
<td>Strongly agree</td>
<td>449</td>
<td>39.9</td>
<td>53</td>
<td>34.4</td>
</tr>
<tr>
<td>Table 3</td>
<td>Descriptives(a)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>University</td>
<td>1087</td>
<td>4.00</td>
<td>1.008</td>
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</tr>
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<td>The undergraduate program of study is academically challenging.</td>
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<td>5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
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<td>1100</td>
<td>4.17</td>
<td>.964</td>
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<td>1.109</td>
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<td>.983</td>
<td>1</td>
<td>5</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>University</td>
<td>1104</td>
<td>3.93</td>
<td>1.087</td>
<td>1</td>
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<tr>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>University</td>
<td>1088</td>
<td>3.82</td>
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</tr>
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</tr>
</tbody>
</table>

(a) Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.
Graph 4

I feel the undergraduate program is preparing me for my professional career and/or further study.

Graph 5

There is open communication between faculty and undergraduate students about student concerns.

Graph 6

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th></th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td><strong>Academic advisement available in the department</strong></td>
<td>Poor</td>
<td>89</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>112</td>
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<td></td>
<td>3</td>
<td>223</td>
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<td>4</td>
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<tr>
<td></td>
<td>Excellent</td>
<td>256</td>
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<tr>
<td><strong>Career advisement available in the department</strong></td>
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<td>12.0</td>
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</tr>
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<td></td>
<td>Excellent</td>
<td>152</td>
<td>19.5</td>
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</tr>
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<td>89</td>
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<td></td>
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<td>26.9</td>
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<td><strong>Effectiveness of teaching methods used by faculty</strong></td>
<td>Poor</td>
<td>15</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>48</td>
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<td>208</td>
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<td></td>
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<td>533</td>
<td>48.4</td>
</tr>
<tr>
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<td>Excellent</td>
<td>297</td>
<td>27.0</td>
</tr>
<tr>
<td><strong>Procedures used to evaluate student performance</strong></td>
<td>Poor</td>
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<td></td>
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<td>57</td>
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<td></td>
<td>Excellent</td>
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<td>22.7</td>
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<tr>
<td><strong>Frequency of undergraduate major course offerings</strong></td>
<td>Poor</td>
<td>159</td>
<td>14.6</td>
</tr>
<tr>
<td></td>
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<td>220</td>
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<tr>
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<td>324</td>
<td>29.8</td>
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<td></td>
<td>4</td>
<td>273</td>
<td>25.1</td>
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<td>Excellent</td>
<td>110</td>
<td>10.1</td>
</tr>
<tr>
<td><strong>Variety of undergraduate major course offerings</strong></td>
<td>Poor</td>
<td>82</td>
<td>7.5</td>
</tr>
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* Min/Max range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.

### Graph 7

![Bar Chart showing Academic advisement available in the department]
Graph 8
Career advisement available in the department

Graph 9
Availability of faculty to students outside the classroom

Graph 10
Effectiveness of teaching methods used by faculty
Graph 14

Table 6

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Graph 15
Sociology
Undergraduate Student Comments

I think this is great! Self-Study is a great approach to progressive learning in the 21st century.

I am graduating this spring, and I really enjoyed my time within the program.

FACULTY IS EXCELLENT – AVAILABLE TO UNDERGRADS AND INSPIRING. I HAVE HAD VERY GOOD EXPERIENCES W/PROF’S – THEY ARE GREAT MENTORS. I FIND THAT I CAN GET VERY GOOD EDUCATION. IF I PURSUE IT. HOWEVER, SOME OF THE CLASSES AREN’T ACADEMICALLY RIGOROUS BECAUSE THE STANDARDS SEEM LOW TO ME. (IN ALL DEPT’S, NOT JUST SOC) BECAUSE I WORK DURING THE DAY THE CLASSES & PROFESSORS I WANT ARE NOT ALWAYS AVAILABLE IN THE EVENING. I HAVE NO TROUBLE GETTING REQUIRED COURSES, THEY JUST MAY NOT BE WITH THE PROF(S) I WOULD LIKE. ALSO, THERE ARE SOME NON-REQUIRED THAT JUST ARE NOT OFFERED IN THE EVENING.

I recently changed my major to Sociology and I am really enjoying it. It is so interesting and challenging at the same time.

Required courses need to be offered more evenly through out the day and not by just one professor. I would like more of a choice.

Honestly I love the Dept of Sociology its helped me out a lot. I started out as a Bus. Major and I switched to Sociology. It’s a great department. Mrs. Blackwell has helped me tremendously with my courses. The stuff is great.

Offer the upper level, required courses more often. Including summer. Or more sections during the semester. Good faculty. Good diversity on issues.

I very much enjoy classes with Phil Davis and Mindy Stombler

Method & Theory were the most valuable courses I have taken. I would also like to say that Darcy Blackwell does a wonderful job. She has been the most helpful person I have dealt with at GSU.

Course offerings for night students are not frequent enough for evening students. If they are offered the days and times are usually the same for courses that are need and the student usually has to take one or the other.

1) The Department offer interesting topics for courses 2) The non-traditional student cannot benefit from many of the courses offered (Available to daytime students) 3) Offer one or two late night office hours for evening students. 4) Offer new Sociology majors an open house or orientation. 5)The best Sociology topics are mostly offered during the day. 6) What happened with the sociology club? I do not receive any literature anymore! 7) No advisors have contacted me from the sociology dept. 8) Please stop requiring students to purchase more than 1 or 2 books for a course. (Too much of a financial burden) 9) The Sociology professors I’ve had has been great! More than 7. 10) Provide more resources for undergraduate Sociology majors regarding career advancement relating to field, possible job opportunities w/ various centers or organizations, would be helpful.

Make more informative website.

My experience has been great. Even though I had not Participated in many Sociology activity, being a night student time did not permit. However, I would like to suggest that the department
consider offering longer classes so that students can have the option to attend a class once per week, instead of twice per week for the same class. If I had it to do again, I would be more active in the department. Thank you.

I suggest that the department promote the careers that one may receive through majoring in Sociology because so many students are unaware of the types of jobs that are available for graduates with a degree in Sociology.

I have always been impressed by the passion and dedication that the sociology professors demonstrated in each of the courses I've taken at GSU.

1) I love the enthusiasm of the professors within the sociology department. Getting the information across while making a class interesting is a great thing!!!! 2) The feeling I got as I walked into the advisement office was not a warm one. I work in an office as well and I was always taught to smile no matter how I felt to let the person visiting know that they are welcomed. The Female I talked to never looked up from her computer screen. I would suggest to send them an email letting them know their actions and attitudes are noticed!!!

I have been very happy at GSU as a student. There are many teachers in this department that are wonderful. They not only teach, but they make a difference. A staff member that this department should be honored to have is Darcy. She is a constant source of encouragement and support to the students in this department.

I think there is a dire need of funding in the department because Career advisement and so on is quite poor. I am sure that unlike me, people that are not planning on continuing their education one way or another will really suffer the consequence of being jobless.

Thanks for being knowledgeable about classes and general program info. I look forward to continuing my undergrad and hopefully graduate classes at GSU!

In general I have had a good experience with the Sociology Department.

The professors I’ve had for Methods, Statistics and theory (Adelman, Baunach, Kim – respectively) have really challenged me and changed my thinking. It makes me realize how hard the professors for the required classes work to teach us and how amazing they are. The other sociology professors taught well also, but in my opinion, I’ve gotten more time and help form the professors who teach required courses. I think the Sociology Department is doing a wonderful job and I’m glad I chose this major.

Darcey Blackwell is Wonderful!! She is one of the Department of Sociology’s most valuable Assests. I am very satisfied with the Department of Sociology Program. I do, however, believe that the evaluation of student performance using tests and issuing grades is an antiquated practice and should be reformed.

At the present time I have a professor that is computer illiterate. In this present day of technology it is hard to believe that a college professor does not even know how to send an email. This professor is an older African who teaches sociology classes in the evening. It is very annoying to students that this professor cannot even send an email. Also, the ability to use powerpoint would be advantageous to this professor.

My only complaints are that certain classes are only offered on certain days. And a lot of the “required” courses are all offered at the same times on the same days, so sometimes it can be very hard and inconvenient to make a schedule around careers and life.

I am pleased with the department overall however since I am not a traditional student I wish some of the readings were lessened due to having a family to take care of after work & school.
I highly value the experience I have had in the sociology department. There are some incredible professors in this department. I have been pushed to exceed my own expectations. I also appreciate how open communication is truly valued. Overall, I am very satisfied with my education under the Sociology department. However, there were a few courses in which I felt that my money and energy were wasted. In these courses, the professors did not challenge the students to learn. I know that many students are happy with an “easy A”, however, it is unacceptable to me. I am at college for an education – not an easy degree.

The required courses are almost Awful! And in those classes is here I find the more ‘stern’ or ‘bitchy’ professors. I like how we (students) do not have to take the required classes first, because I for one took my upper level first and am now working backwards to finish up the required. However I don’t understand how or WHY the required/entry level courses are so much Harder than the upper levels. And…I don’t mind that we have to take a foreign language because they could be fun & very helpful. But the classes here are Ridiculously hard & the student teachers and professors really aren’t concerned! Taking another language just doesn’t seem pertinent to the major.

Grading needs to be somewhat based on class material, otherwise why even go to class if everything is out of the book or a final grade is based solely on papers??

Pls hurry up and place a BS degree in the system.

Dracy Blackwell is certainly an asset to the department. She makes herself available and does so willingly to assist with any concerns. The requirements for Spanish are too intense for the non-traditional student. We live in a society where Spanish is certainly needed. However, if the class is required, it should be taught at levels where ALL students can learn the basics. It is known that trying to learn another language for older adults is not easy and is very stressful. Returning to school after many years seems detrimental when realizing that it may be impossible to graduate because you are having problems passing a second language class. It takes years of studying the English language to speak/write proper grammar. Your program expects the non traditional student to learn it in 6 months.

Need to specify the classes that are needed to graduate with a degree in Sociology. Also need more faculty members teaching classes that are overflow. For example, Dr. Kim had to get a larger classroom because so many students needed her class to graduate. Need more professors teaching same course so that incident won’t happen again.

I feel the non required sociology courses should be offered in a greater variety than in the past. I also feel there are not a sufficient amount of SOCI 3000/ above level courses offered in the summer and should be.

I think that we need to offer a better variety of Social-Psychology classes that can help make us more rounded in our sister science.

Class sizes could be made a little smaller. It’s hard to have that teacher student relationship with 140 or so students in one classroom. There should more than one teacher teaching certain class. For example, Soci 3152 Birth & Parenthood. Everytime I try to take the class, it’s full because it’s only one class being offered by one teacher and it’s only offered during certain semesters. I believe on surveys under Race/Ethnicity, there should be an option that says African American or Black (with Hispanic heritage). There are some black students that have Hispanic/Latino/a heritage. Be more inclusive. Thanks.

I have really been impressed with the faculty in the department. I changed my minor twice and could really tell a difference between colleges. The department seems very organized and always went out of their way to help me! Thanks!
I’ve enjoyed all of the sociology courses I have taken. I feel I do better in small/smaller classes (rather than the stadium seating classes). I feel more comfortable voicing my opinion a smaller setting. Overall, it has been an enjoyable experience coming back to school at a later age.

I think that the sociology department is doing a good job with the material that you have.

More Sociology courses should be available in the Summer sessions, Not enough Sociology courses are given in the mornings!

Question #4 – I did not realize that urban planning is under the Andrew Young School of Policy Studies. I saw a Sociology Brochure when I was a sophomore that had urban planner as a career option for Sociology majors. It isn’t. you cannot become a planner with only a Soci degree – the brochure didn’t mention needing other degrees – the Soci dept & program has given me invaluable career skills, but only for soci work, not planning which is my professional career choice.

Regarding question # 19 I have not yet fulfilled the requirement, but will so doing so soon. I am looking forward to it. I truly can’t praise the department enough. I’m so happy. My only complaint would be the foreign language requirement. I also know many others would be soc. Majors if it weren’t for that particular requirement. I hate that it prevents others from entering into sociology.

Upper level Sociology courses (3000 level and above) need to be offered more in the evening and on Saturdays. Currently the course offerings are mainly concentrated in the day and a few evening courses.

The faculty in the sociology department are all amazing. Since I switched my major from business to sociology I have been very pleased with how students and faculty relate with each other. Undergraduate advisement is also excellent with the department.

My overall experience with faculty members has not been that great. Although I’ve made A’s & B’s in all my soci classes I still feel unprepared for later employments. I have tried to register for internships twice, two different semesters and I have had difficulty getting soci professors to recommend me. Faculty members have been overall unresponsive & unconcerned with my professional development.

The sociology department at GSU is very welcoming and interested in what I like they can do to help me. The only suggestion I have is that many of the Sociology classes this summer 2004 are not offered the 3000 – 4000 level classes and if they are they are taught at the same time. This makes it difficult to take classes during the summer if they are not offered. Also, I don’t understand why a sociology major must have Spanish to graduate it makes GPA’s go down.

Unfortunately, since I have little over 20 credit hours, I do not feel my input will be a helpful or accurate indicator or reflection on how the Sociology department is doing.

I think Dr’s. Kim, Baunach & Adelman & Mr. Holland set a standard for only the Dept., but for the University.

I think the foreign Language requirement for the department should be reviewed. I think that the requirement for foreign language should be optional. Speaking for myself, the foreign language was the hardest part of the program. Having never taken a foreign language in High School. It was hard for me grasp the language. – Thanks. –

The 3 Required courses (3010, 3020 & 3030) should be offered @ times other than 9:30 & 5:30. Some of my soc. Class sizes were great (20 – 35 ppl) however, the intro (1101) & sex (3156)
Classes were extremely large & teachers often spent too much time trying to quite the classes. Classes should try to get away from lecture – term paper – exam format & try more activities outside of class to involve students, like maybe gathering info on women’s shelters for the sex abuse class, or talking to a criminal lawyer for the crime & punishment class. It just seems like many profs think the way to understand & appreciate sociology is to read as much as possible. I think you can learn just as much by “doing” sociology. Also, those survey questions are too general. Teaching methods vary greatly from 1 person to another, - so does class size. May you should pass these out in each class so you can see the differences.

Overall the department is great. I just wish more classes where offered and that the classes offered were given at different times. Maybe if more classes, like soc. of sport and other specific fields, were offered it would draw more students into the program. Thanks a lot, this survey alone shows that the dep. does care to some extent.

Mrs Konrad and Caroline Wood are 2 of your best teachers! I really enjoyed my Sociology classes, and because of these two teachers, I am thinking about getting a Masters in Sociology.

THOUGHT MORE COURSE OFFERINGS SHOULD BE AVAILABLE FOCUSING ON SPECIFIC TOPICS…I.E. MENTAL HEALTH, PERSONALITY WOULD HAVE LIKED TO SEE MORE CLASSES TAUGHT FROM A NON-CONFLICT-ORIENTED PARADIGM/PERSPECTIVE

The questions pertaining to the challenge of course work, I had trouble with. Sociology courses give students so much info to read/memorize, yet you don’t have time to really learn how to apply the info. Sociology is my life, and as someone who hopes to bring about change for the betterment of society, sometimes quantity is not better than quality. I constantly ask myself what a sociologist does, and I have yet to learn the answer to that question. I’m learning the facts, but am not being molded or given guidelines as to what I am suppose to be, or how to begin to do, when I graduate.

The availability of courses is probably the biggest problem in the dept. Required courses may only be offered once a year, and this may hinder someone from graduating. Other, than this, the dept. is great!

Cameron Lippard and Lesley Reid are excellent professors.

I felt like the Intro level classes were more interesting and inspiring than many of the upper level classes that are required for all sociology majors.

The “required” courses should have more offerings during the day

I think required courses should be offered in both fall & spring semesters. Also, the sociology professors should be required to be in their office at least 3 times a week; for an hour. Further, the professor’s lesson plans or teaching styles should be reviewed before each year or semester begins because the professor for Social Theory is terrible. Her teaching method just didn’t work for a majority of the class. Thanks for listening. Have a great day!

In some semesters I’ve experienced problems with scheduling because the good variety of courses were offered at the same time. In particular the early evening time slot. Then I was unable to take more than one class when I wanted to take two or more.

3010, 3020 3030 should be offered every semester.

Soc 3010 & 3020 are not offered enough or at odd times (7:30 pm!). Soc 3152 is not offered enough either – classes fill up quickly. I would like to recommend a pre-medicine concentration: there are plenty of Sociology classes that are applicable to healthcare – more so in my opinion,
than psychology. Without an understanding of society, culture and its impacts, how can you understand your patients?

The main comment I have is regarding the availability of core curriculum in the Sociology department. It seems that classes such as SOCI 3010 & 3030 should be more available to students or offered more frequently.

I am a new Sociology major but I feel strongly about the types of courses the program offers. I am very excited about the direction the department is going in.

I think the Department of Sociology and the faculty provides the best in answering questions and making the time available to meet with students. I am a senior and hopefully in the next two semesters I will be graduating, and I would like to use my education to do well in my future career. Regarding the internship program, depending on your concentration some classes are not offered every semester or they are only offered once and the classes becomes full. So if there is a way to add more classes in a semester then that will be nice.

I am pleased that this Dept. offers urban sociology as a degree program, and to see Professors or Dr’s that have degrees in Urban Sociology. I was a criminal justice Major and decided to change in my last year and glad to see that there’s a program to combine both cj & sociology. I truly appreciate the knowledge of Ms. Kendra Sandman and the openness of her teaching methods.

I think there should be more of a variety of courses. Most courses dealt with family, sec, & violence. I would like to see more classes dealing with today’s issues such as Gays & politics that effects the family.

Sorry I could not be a better help in this survey, but I just switched my major to sociology last semester (Fall ’03). One thing I can say is if you have more faculty like Dr. Stombler; I’m glad I switched

It would be wonderful if more course offerings were available.

WE HAVE COURSES TO CHOOSE FROM, BUT AREN’T AN OFFERED WHEN WE NEED THEM. LAW & SOCIETY, AMERICAN RACIAL GROUP EXC.

There should be better clarification of degree requirements and detailed advisement sessions should be available.

I am extremely impressed with the staff (professors) in the department. Dr. Stombler and Dr. Gallagher were so influential in my decision to major in sociology. They inspire me!

I enjoyed most of my Sociology classes and learned valuable information. However, sometimes the courses were not challenging and truly required no effort or thought. Sometimes I wish the courses had been more challenging with reading besides just textbooks.

The Faculty and Department did a wonderful job. The advicers were a great help and I always felt confident after leaving the office. The courses I took were carefully planned and I learned a lot from them. I have enjoyed my undergrad studies.

More evening classes need to be available.

Not counting Intro, I’ve taken 6 Sociology classes and in I’ve only learned something into classes which were sexuality in society w/Strombler & Race/Ethnicity w/George They are the only teacher I’ve had so far that have any intelligence. I worked harder at Georgia Perimeter. I fell as if I’ve done nothing and that all my classes, except these, have been bird courses! Zhan is the worst teacher I’ve had so far. I feel she doesn’t know English well enough to be able to teach
no matter what her IQ is. I Love Sociology and was hoping to learn something. I have been very
disappointed and I’m considering transferring.

One suggestion that I can make is the evaluation of foreign language classes as a requirement.
Foreign language as a requirement should be considered for an optional course.

I wish there were more class offerings, especially in the evening for students who take evening
courses. Saturday courses would also be extremely helpful. And on last point, I learned in
professor Ainsworth’s class that it is not good practice to ask “how old is someone” A more
appropriate question would have been “what year were you born?”

I switched my major to Sociology in the Fall of 2003. I am graduating this Spring, and I am very
impressed by the concerns that the faculty and advisors have of the students. Thank you for
always encouraging me, and thank you for welcoming me with open arms.

The mandatory foreign language should be re-evaluated. I feel that that requirement should be
for foreign language minors only! As a senior with all courses met, the foreign language is
preventing me from graduating in August.

I just entered the program, so I can’t answer in of the questions.

There appears to be a problem with the availability of core classes. From my prespective its as if
no on is interested in students graduating. Many students are forced to take over 5 classes a
semester in order to get the required classes.

I’ve only been in this program/department for a short time. However it seems to be an excellent
department. I look forward to taking advantage of what it has to offer me!

Overall, my experiences in my Sociology class have been good. I have recently changed my
major to Sociology from Political Science. After taking a few electives in sociology I’ve realized
that I was more interested in this field of study. My classes have been very informative and
rewarding. I thank several of my past professors (Beth, Dr. Ramey to name a few) for sharing
their knowledge.

I wish more of the courses were offered more frequently. There are several (5) courses I am not
going to be able to take before graduation because they are either only offered during the early
part of the day, not offered frequently enough, or not offered at all (but they are offered in the
handbook as courses) I also will no longer take Sociology courses taught by part-time (non-
graduate student) professors. The ones I have taken, have been awful. The Instructors are
routinely late, absent, and unhelpful. Their priorities are obviously elsewhere. I feel like I am
wasting my money & time.
Methods

Sampling

A list of graduate alumni was provided by the Department of Sociology. A graduate alum was defined as having completed the M.A. or Ph.D. program in the Department of Sociology.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 62.1 percent.

Survey Instruments

A general questionnaire was developed and modified for graduate alumni. The survey was designed to correspond to the Graduate Student Survey for comparative purposes.

The Graduate Alumni Survey consisted of 20 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the graduate student experience in the Department of Sociology. The survey included a qualitative component that solicited respondent comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
### Table 1

<table>
<thead>
<tr>
<th>perception</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>1</td>
<td>5.6</td>
<td>6</td>
<td>33.3</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>55.6</td>
<td>8</td>
<td>44.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>6</td>
<td>33.3</td>
<td>12</td>
<td>66.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>1</td>
<td>5.6</td>
<td>3</td>
<td>16.7</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>3</td>
<td>16.7</td>
<td>7</td>
<td>38.9</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>1</td>
<td>5.6</td>
<td>1</td>
<td>5.6</td>
<td>16</td>
<td>88.9</td>
</tr>
</tbody>
</table>
Table 2

<table>
<thead>
<tr>
<th>Table 2 Descriptive Statistics(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Faculty members in the department</td>
</tr>
<tr>
<td>were interested in the academic</td>
</tr>
<tr>
<td>development of graduate majors.</td>
</tr>
<tr>
<td>18  3   5   4.56   .616</td>
</tr>
<tr>
<td>The graduate program of study was</td>
</tr>
<tr>
<td>academically challenging.</td>
</tr>
<tr>
<td>18  4   5   4.44   .511</td>
</tr>
<tr>
<td>Faculty in the department were</td>
</tr>
<tr>
<td>appropriately prepared for their</td>
</tr>
<tr>
<td>courses.</td>
</tr>
<tr>
<td>18  4   5   4.67   .485</td>
</tr>
<tr>
<td>I feel the graduate program</td>
</tr>
<tr>
<td>prepared me for my professional</td>
</tr>
<tr>
<td>career and/or further study.</td>
</tr>
<tr>
<td>18  2   5   4.22   .943</td>
</tr>
<tr>
<td>There was open communication</td>
</tr>
<tr>
<td>between faculty and graduate</td>
</tr>
<tr>
<td>students about student concerns.</td>
</tr>
<tr>
<td>17  3   5   4.24   .752</td>
</tr>
<tr>
<td>Class size was suitable for</td>
</tr>
<tr>
<td>effective learning.</td>
</tr>
<tr>
<td>18  3   5   4.83   .514</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department were interested in the academic development of graduate majors.

The graduate program was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel that the graduate program prepared me for my professional career and/or further study.
There was open communication between faculty and graduate students about student concerns.

Class size was suitable for effective learning.
<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>1</td>
<td>5.6</td>
<td>3</td>
<td>16.7</td>
<td>8</td>
<td>44.4</td>
<td>5</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>5.6</td>
<td>4</td>
<td>22.2</td>
<td>4</td>
<td>22.2</td>
<td>2</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>2</td>
<td>11.1</td>
<td>9</td>
<td>50.0</td>
<td>7</td>
<td>38.9</td>
<td>1</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>5.6</td>
<td>13</td>
<td>72.2</td>
<td>4</td>
<td>22.2</td>
<td>1</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>5.6</td>
<td>2</td>
<td>11.1</td>
<td>10</td>
<td>55.6</td>
<td>4</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>1</td>
<td>5.6</td>
<td>2</td>
<td>11.1</td>
<td>7</td>
<td>38.9</td>
<td>8</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>2</td>
<td>11.1</td>
<td>2</td>
<td>11.1</td>
<td>6</td>
<td>33.3</td>
<td>8</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>2</td>
<td>11.1</td>
<td>5</td>
<td>27.8</td>
<td>11</td>
<td>61.1</td>
<td>1</td>
</tr>
<tr>
<td>Table 4</td>
<td>Descriptive Statistics(a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Minimum</td>
<td>Maximum</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>17</td>
<td>1</td>
<td>5</td>
<td>3.94</td>
<td>1.029</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>3.19</td>
<td>1.167</td>
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<td></td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>4.28</td>
<td>.669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>4.17</td>
<td>.514</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>18</td>
<td>1</td>
<td>5</td>
<td>3.83</td>
<td>1.043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>4.22</td>
<td>.878</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>4.11</td>
<td>1.023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>4.50</td>
<td>.707</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty
Procedures used to evaluate student performance

Graph 11

Frequency of graduate course offerings

Graph 12

Variety of graduate course offerings

Graph 13

Clarity of degree requirements

Graph 14
### Table 5

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

### Table 6

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>77.8</td>
</tr>
<tr>
<td>Southern</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

---

**Department of Sociology – Supplemental Questions**

---

**Graph 15**

- **Gender**
  - Female: 70%
  - Male: 30%

**Graph 16**

- **Race/Ethnicity**
  - African American or Black: 16.7%
  - White: 77.8%
  - Southern: 5.6%
### Table 7

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th></th>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

| How many courses did you take, on average each term? |

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>61.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Graph 17

**How many courses did you take, on average each term?**
Table 8

<table>
<thead>
<tr>
<th>Frequency of required course offerings?</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4.18</td>
<td>.636</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9

<table>
<thead>
<tr>
<th>Descriptive Statistics(a)</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of required course offerings?</td>
<td>17</td>
<td>3</td>
<td>5</td>
<td>4.18</td>
<td>.636</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Not applicable and missing data excluded from analysis.
### Table 10

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>29</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>31</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td>11.8</td>
</tr>
<tr>
<td>35</td>
<td>2</td>
<td>5.9</td>
</tr>
<tr>
<td>39</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>44</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>45</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 11

<table>
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<tr>
<th>Age</th>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
<th>Mean</th>
<th>Median</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>37.18</td>
<td>34.00</td>
<td>26</td>
<td>60</td>
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<tr>
<td>29</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>45</td>
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<tr>
<td>60</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Graph 18

- Mean = 37.18
- Std. Dev. = 10.333
- N = 17
### Table 12

<table>
<thead>
<tr>
<th>Current occupation</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Manager</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Retail/Sales</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Research</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Social Scientist</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Health field</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Consultant</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Social Services</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Home maker/Parent</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

### Graph 19

![Graph showing current occupations and their percentages](image_url)
The Graduate Alumni Survey Findings Comparisons Report is based on normative comparisons generated out of the University Graduate Alumni Survey Database. Currently, this database includes 12 departments representing five colleges within the university.

Comparison data are from the standardized Graduate Alumni Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 45.1 percent. The Department of Sociology response rate for this survey is 62.1 percent.
### Table 1

<table>
<thead>
<tr>
<th>Univ./Dept.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>651</td>
<td>97.3</td>
</tr>
<tr>
<td>Department</td>
<td>18</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>669</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th></th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facult members in the department were interested in the academic development of graduate majors.</td>
<td>Strongly disagree</td>
<td>17</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>34</td>
<td>5.3</td>
</tr>
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<td></td>
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<td>76</td>
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<tr>
<td></td>
<td>4</td>
<td>213</td>
<td>33.1</td>
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*a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.*

### Graph 1

**Faculty members in the department were interested in the academic development of graduate majors.**
The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the graduate program prepared me for my professional career and/or further study.
Graph 5

There was open communication between faculty and graduate students about student concerns.

Graph 6

Class size was suitable for effective learning.
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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

Graph 7
Graph 8
Career advisement available in the department

Graph 9
Availability of faculty to students outside the classroom

Graph 10
Effectiveness of teaching methods used by faculty
Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings
Graph 14

Clarity of degree requirements

Table 6

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Graph 15
QUESTIONS 17 AND 19 DO NOT ALLOW FOR ANONYMITY. ALL QUESTIONS ON “FACULTY” WERE SCORED LOWER BECAUSE WHILE I THOUGHT SOME FACULTY MEMBERS WERE “EXCELLENT,” OTHERS WERE “POOR.” THE WAY THE QUESTION IS WORDED IT APPEARS YOU MEAN FACULTY ON AVERAGE.

I really appreciated all the help/input given to me when I wrote my non-thesis option paper. One of the persons on my committee had never even had me in a class! Everyone who taught a class that took was very well informed on the subject matter. An observation: Faculty members seemed to be deeply involved in research of their own. This is good to a point. However, can they be constantly involved in their own research, be advisors to students’ research & prepare for their classes without eventually getting burned out? Perhaps they need a periodic break from one or more of these duties? I don’t know, I am just throwing this out there.

The Strength of the program was in individual professors and their work. In particular, Dr. Elifson, Dr. Kii, And Dr. Davis were outstanding. Graduate School @ GSU was a very rewarding experience for me (and I still get to use the gym, too!).

IN HINDSIGHT, I BELIEVE THAT I COULD HAVE PERSONALLY AND PROFESSIONALLY BENEFITED FROM THE MENTORING OF AN AFRICAN-AMERICAN FACULTY MEMBER. WHILE I HAD VERY HIGH REGARD FOR THE FACULTY, THE DIVERSITY AMONG MEMBERS FAILED TO REFLECT THE DIVERSITY OF THE STUDENT POPULATION IN THE DEPARTMENT, WHICH I FELT WAS UNFORTUNATE.

The Sociology Department is an Excellent department with some of the best and most caring staff and faculty on the Georgia State campus. The faculty go above and beyond their duty to help the students.

The graduate academic advisement done by the Director of Graduate Studies was exceptional. Improvement is needed in the area of career advisement. Not much help is offered to soon-to-be graduates. Also, the faculty need to be more outgoing and more accessible. There exist a degree of “coldness” among professor with the exception of one or two. This behavior pattern is predominant among the American-born faculty

THE AVAILABILITY OF COURSES IN THE LATE AFTERNOON & EVENING IS CRUCIAL TO REMAINING TO OPEN TO MID-LIFE STUDENTS WITH FAMILIES, JOBS, CAREERS, AND LIVES. A GRADUATE STUDENT STUDY AREA WITH ASSIGNED DESKS WOULD FACILITATE STUDIES & PROVIDE THE OPPORTUNITY OF DEVELOPING RELATIONSHIPS BETWEEN GRAD STUDENTS – STUDENT DIALOG IS AN IMPORTANT PART OF UNDERSTANDING THE DEPT & OF SOCIALIZING INTO THE NORMS OF THE DISCIPLINE. OFF CAMPUS STUDENTS HAVE DIFFICULTY GAINING/MAINTAINING SUCH CONTACT. MORE REQUIRE COURSEWORK IN STATISTICS WOULD BE A GREAT ADVANTAGE EVEN FOR THOSE WHO ARE QUALITATIVELY ORIENTED. A MORE STRUCTURED AND REGULAR EVALUATION OF STUDENT PROGRESS & ABILITIES WOULD HELP ALL STUDENTS ALONG WITH CHALLENGING QUESTIONS ABOUT WHY THEY THINK VARIOUS COURSES WILL BE USEFUL.

I would really like to see this department become more strategically tied to the Urban community in a way that fosters an environment where graduate students can make contributions that make a positive difference. I think the department has the passion and talent to make this happen, so
GSU – give them the money! On a serious note, this way absolutely the Best 4 years of my life. If I had it to do all over again I would!

I enjoyed the classes I took as a Sociology minor, which was a factor in becoming a graduate Sociology student. I enjoyed the graduate program. I was able to be in the graduate program because night classes were offered. I worked full-time and was only able to attend night classes. If the graduate program was only a day program and required a full-time schedule (ie, like psychology), I would not have been able to attend graduate school. Thank you for giving me an opportunity.

I had an excellent experience in the Sociology department. One comment – the time at which students took the qualifying exam varied. I find it unfair when some students wait until the end of their coursework to take them. I believe when a student takes the exam during their program should be mandated and evenly applied.
Methods

Sampling

A list of undergraduate alumni was provided by the Department of Sociology. An undergraduate alum was defined as having completed the B. A. degree in the Department of Sociology.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 35.5 percent.

Survey Instruments

A general questionnaire was developed and modified for undergraduate alumni. The survey was designed to correspond to the Undergraduate Student Survey for comparative purposes.

The Undergraduate Alumni Survey consisted of 20 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the undergraduate student experience in the Department of Sociology. The survey included a qualitative component that solicited general comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
### Table 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic</td>
<td>4</td>
<td>6</td>
<td>19</td>
<td>47</td>
<td>57</td>
<td>4</td>
<td>137</td>
</tr>
<tr>
<td>development of undergraduate majors.</td>
<td>2.9%</td>
<td>4.4%</td>
<td>13.9%</td>
<td>34.3%</td>
<td>41.6%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>3</td>
<td>11</td>
<td>27</td>
<td>57</td>
<td>39</td>
<td>28.5</td>
<td>137</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>42</td>
<td>75</td>
<td>55.1</td>
<td>136</td>
</tr>
<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
<td>10</td>
<td>26</td>
<td>40</td>
<td>36</td>
<td>8</td>
<td>5.8</td>
<td>137</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>4</td>
<td>9</td>
<td>23</td>
<td>46</td>
<td>50</td>
<td>4</td>
<td>136</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
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<td>13</td>
<td>13</td>
<td>55</td>
<td>50</td>
<td>1</td>
<td>137</td>
</tr>
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</table>

Page 242 of 550
<table>
<thead>
<tr>
<th>Description</th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
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<td>133</td>
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<td>1.010</td>
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<td>1.242</td>
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<td>5</td>
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<td>1.052</td>
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<td>3.97</td>
<td>1.088</td>
</tr>
</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the undergraduate program prepared me for my professional career and/or further study.
There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.
Table 3

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
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<td></td>
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<td>137</td>
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<td>58</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>34</td>
<td>25.2</td>
<td>102</td>
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<td>2</td>
<td>1.5</td>
<td>5</td>
<td>3.7</td>
<td>25</td>
<td>18.5</td>
<td>51</td>
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<td>37</td>
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<td>56</td>
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<td></td>
<td></td>
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<td>46</td>
<td>34.1</td>
<td>102</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>.7</td>
<td>2</td>
<td>1.5</td>
<td>22</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>34.1</td>
<td>109</td>
</tr>
<tr>
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<td>15.6</td>
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<td></td>
<td></td>
<td>51</td>
<td>37.8</td>
<td>102</td>
</tr>
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<td>Frequency of undergraduate major course offerings</td>
<td>2</td>
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<td>4</td>
<td>2.9</td>
<td>34</td>
<td>25.0</td>
<td>55</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>40.4</td>
<td>100</td>
</tr>
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<td>2.2</td>
<td>5</td>
<td>3.6</td>
<td>21</td>
<td>15.3</td>
<td>60</td>
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<td>73</td>
</tr>
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<td>2</td>
<td>1.5</td>
<td>15</td>
<td>11.0</td>
<td>56</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td>136</td>
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Table 4

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<th></th>
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<th>Maximum</th>
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<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
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<td>4.01</td>
<td>1.013</td>
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<td>5</td>
<td>3.12</td>
<td>1.025</td>
</tr>
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<td>129</td>
<td>1</td>
<td>5</td>
<td>4.04</td>
<td>.922</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>137</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>.791</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
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<td>1</td>
<td>5</td>
<td>3.95</td>
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</tr>
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<td>5</td>
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<td>.896</td>
</tr>
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<td>.922</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>4.28</td>
<td>.782</td>
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</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty
### Table 5

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>N 100</td>
</tr>
<tr>
<td>%</td>
<td>82.0</td>
</tr>
<tr>
<td>Male</td>
<td>N 22</td>
</tr>
<tr>
<td>%</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>N 122</td>
</tr>
</tbody>
</table>

### Graph 15

![Graph showing gender distribution](image)

### Department of Sociology – Supplemental Questions

#### Table 6

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>56</td>
<td>43.4</td>
</tr>
<tr>
<td>White</td>
<td>56</td>
<td>43.4</td>
</tr>
<tr>
<td>Latino/a or Hispanic</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>8</td>
<td>6.2</td>
</tr>
<tr>
<td>East Indian</td>
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<td>1.6</td>
</tr>
<tr>
<td>Mixed</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Human</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Black, White, American Indian, Indian - India subcontinent+</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>129</td>
<td></td>
</tr>
</tbody>
</table>
Graph 16

Race/Ethnicity

Table 7

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
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<td>White</td>
<td>22</td>
<td>16.4</td>
</tr>
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<td>Latino/a or Hispanic</td>
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<td>20.9</td>
</tr>
<tr>
<td>Asian or Asian American</td>
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<td>35.8</td>
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<tr>
<td>East Indian</td>
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<td>20.9</td>
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<tr>
<td>Mixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, White, American Indian, Indian - India subcontinent+</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Total N</td>
<td>134</td>
<td></td>
</tr>
</tbody>
</table>
### Table 8

<table>
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<tr>
<th>Frequency of required course offerings</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
<td>25.4</td>
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<tr>
<td>Excellent</td>
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</tr>
<tr>
<td>Don’t know/Not applicable</td>
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<td>2.2</td>
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<td>Total</td>
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<td>100</td>
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</table>

### Table 9

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<th>Frequency of required course offerings</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
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<tr>
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</tbody>
</table>

a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Not applicable and missing data excluded from analysis.
Table 10

<table>
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</thead>
<tbody>
<tr>
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<td>3.9</td>
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<td>1</td>
<td>.8</td>
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Table 11

Statistics

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<th>Minimum</th>
<th>Maximum</th>
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Graph 19

Mean = 28.1
Std. Dev. = 6.905
N = 128
### Table 12

<table>
<thead>
<tr>
<th>Current Occupation</th>
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<td>Education</td>
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<td>Data entry</td>
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<td>Journalism</td>
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<td>.8</td>
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<td>5.4</td>
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<tr>
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<tr>
<td>Law enforcement</td>
<td>8</td>
<td>6.2</td>
</tr>
<tr>
<td>Banking/Financial assistant</td>
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<td>4.6</td>
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<td>Promotions</td>
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<td>Law/Paralegal</td>
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<td>6.9</td>
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### Graph 20

![Graph showing current occupations](image)
The Undergraduate Alumni Survey Findings Comparisons Report is based on normative comparisons generated out of the University Undergraduate Alumni Survey Database. Currently, this database includes 10 departments representing five colleges within the university.

Comparison data are from the standardized Undergraduate Alumni Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 35.0 percent. The Department of Sociology response rate for this survey is 35.5 percent.
### Table 1

<table>
<thead>
<tr>
<th>Univ./Dept.</th>
<th>N</th>
<th>%</th>
</tr>
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<tbody>
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<tr>
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### Table 2

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<th>Faculty members in the department were interested in the academic development of undergraduate majors.</th>
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<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
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<table>
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<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
</thead>
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</table>

<table>
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<th>3</th>
<th>4</th>
<th>Strongly agree</th>
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<table>
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<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
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<td>University</td>
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<td>20.2</td>
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<td>40</td>
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<td></td>
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<tr>
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<td>University</td>
<td>126</td>
<td>31.0</td>
<td>36</td>
<td>27.9</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
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<td>19</td>
<td>4.6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>There was open communication between faculty and undergraduate students about student concerns.</th>
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<th>3</th>
<th>4</th>
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<th>Class size was suitable for effective learning.</th>
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<th>3</th>
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<td>216</td>
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<td>Department</td>
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<td>------------</td>
<td>-------</td>
<td></td>
<td></td>
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<td>548 4.09 1.009 1 5</td>
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<td>137 3.86 .994 1 5</td>
<td>556 4.02 .957 1 5</td>
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</table>

* Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don’t know/not applicable and missing data excluded from analysis.
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.
I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.
Table 4

<table>
<thead>
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<tr>
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<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
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<tr>
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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.

Graph 7

![Academic advisement available in the department](image-url)
**Graph 14**

Clarity of degree requirements

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**Table 6**

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**Graph 15**

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Table 6:

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Sociology

Undergraduate Alumni Comments

I enjoyed most of all the courses I took and I had great teachers.

The only real suggestion I have for the sociology department would be to require undergrad soc. Majors to become familiar with a statistical software package. As a first semester graduate student I got a crash course in SPSS, SAS, and STATA all at once, and it was more than a little overwhelming. Some prior knowledge of some kind of software would have been useful. Other that that, I think GSU has just about a perfect balance.

I really appreciated and enjoyed my time in the GSU Sociology department! My only real concern was the scheduling of the series of three required Soc. Classes, specifically stats and research methods. I remember that I had a really hard time scheduling those classes with my work schedule. Other than that, my experience was really great!

I think that an internship should be considered as a requirement for Sociology majors. This would perhaps make the transition from graduating from College into the adult work world smoother. Because of the experience required in most jobs.

Really enjoyed my time at GSU. The Department of Sociology made the classes interesting.

I ENJOYED TAKING SOCIOLOGY COURSES AT GSU. BEING A PSYCHOLOGY MAJOR I WANTED TO MINOR IN SOMETHING THAT I THOUGHT WOULD BE USEFUL. I FEEL THAT ENROLLING IN SOCIOLOGY COURSES I LEARNED A GREAT DEAL ABOUT TOPICS THAT HAVE HELPED AND WILL CONTINUE TO HELP ME IN MY GRADUATE STUDIES. I FOUND THE PROFESSORS IN THE SOCIOLOGY DEPARTMENT TO THE MOST APPROACHABLE AND HELPFUL AMONG ALL THE OTHER DEPARTMENTS I CAME INTO CONTACT WITH AT GSU. OVERALL I WAS EXTREMELY PLEASED WITH THE SOCIOLOGY DEPARTMENT, THE PROFESSORS, THE CONTENT, & THE CLASSES OFFERED. FOR ME, THE SOCIOLOGY DEPARTMENT OVERALL GETS FULL MARKS.

One suggestion that comes to mind would be to improve upon the career/networking side of the department. Although internships are available, it would be nice if job leads were made available. (The professors & Darcy are great!)

The faculty in the Sociology Department were very helpful.

I thoroughly enjoyed my studies in the Department of Sociology while at GSU. The sociology professors were among the most knowledgeable and accessible instructors I had while at GSU. The courses offered by the sociology departments were always extremely interesting and contributed greatly to my overall undergraduate learning experience. Also, since graduating from GSU members of the Department of Sociology, especially Dr. Eric Stewart, have helped me by writing me glowing recommendations. Thanks.

I needed more help with career advisement. Even, When I went to the career center because of my particular field there were not a lot of people there to help with advisement. Also, we needed more room in the computer lab in the department. Lastly, space was needed for study groups. The conference room was booked a lot of times.

All of the instructors in the department were excellent instructors. My time at GSU was well spent in obtaining my degree in Sociology. The department of Sociology is the best department at GSU. Keep up the good work.
Definitely need more variety of courses.

Encourage teachers to understand that different students have different learning styles. – Especially regarding test taking ability. Open discussion is always a good learning tool. Keep good teachers at Ga. State. Phil Luck should have been kept.

Teachers were very nice & knowledgeable. However, seems like all the Sociology courses that I took, regardless of level, required little or no effort to earn a B or better. Teachers need to make it more challenging.

It would be nice to see more courses involving crime/law/deviance or a criminology concentration.

Dr. Ainsworth I was a student in one of your classes during your first year at GSU. You worked the hell out of us, but was ALWAYS there to support us with your time and knowledge. The work was very challenging and rewarding. I’m not sure if I [?] adequately expressed my sincere gratitude for sincerity in extending your help to all of your students. Unlike some professors that offer help & then act as if you are imposing on them, you said it and you meant it. That’s a lasting impression you had on me and I will always be endeared to you. Keep up your passion for excellence and helping others!!

The sociology department was very influential in many directions. Both educationally and career wise. Teachers opened their doors after I graduated to help me choose my career path and offered advice. During my college career teachers helped me with class sections and future graduate plans. Some classes during my college career were easier than others and repetative. I think an internship class would be beneficial if mandatory. I think it could help students open doors and help them figure out what types of jobs are available for sociology majors. I would consider GSU for my Graduate studies programs, I enjoyed my experience and those who taught me.

I would like to express my great appreciation for all of the sociology professors at Georgia State. They are positive mentors and have given me a new perspective on sociology. (Eric Stewart, Kathy Dolan, Charles Jaret, and Cantrell) – Always available – Always accommodating.

I really enjoyed all of the Sociology courses that I have taken. The Sociology staff is easy to talk to and helped me out a lot. The Sociology dept. at GA. State is great.

There was discussion on having Research Method class changed to a huge lecture by the proff. & having a lab done by grad students – I think that would be very unbeneifical to the student. My class of 20 was very beneficial & allowed me to learn the materials well – especially since this course is an upper level required course for Soc. Majors.

- GO GSU! GO PANTHERS!!

Yes, I took Family Sociology with Heying Zahn, and she was very impatient with students. The speed of the course was administered at an absurdly rapid pace. If someone had a question, she refused to help and just plunged ahead without an answer. This was the only class I have ever taken were I was pushed to keep up with pace of the instructor, and this includes the fast-forward curriculums of mini-mesters.

I enjoyed ever class I took! I miss the class discussions & the professors.

SOCIOLOGY WAS MY MINOR. QUESTIONS 7 – 14 ONLY APPLY TO THE 18 HOURS OF SOCIOLOGY COURSES I TOOK AT GSU.

Staff was overall B Sociology is not a good major for people who want a JOB after graduation!
I feel overall the Dept of Sociology works very well. However, the requirement that a Foreign Language is included in the curriculum should be addressed. The foreign language dept at GSU is not user friendly. The courses are departmentalized and not very giving. Should address how Sociology students are failing foreign courses which affect GPA and graduation plans.

Sociology was my minor, yet the teachers and courses were all great. TYG!

As a working adult, I had to take Night classes. It was very difficult to get the classes I needed to fulfill my degree requirements. I did, however, greatly enjoy the majority of classes and instructors in the Sociology dept. I graduated Magna-Cum laude in 12/02. and will be pursuing my masters degree. Thank you.

To see if they could have more postings or job openings to Seniors that would graduate one or two semesters before graduation.

Socio. was my minor, though I may return to get a Master in Communication & BA in Socio.

My degree in sociology hasn’t helped me find or obtain a job at all. I think there needs to be more clarity to students about what the degree can do for them and better career counseling available in the department. The school’s career department has no clue about skills are learned in sociology and, thus, are of no help.

My experience with Georgia State’s Sociology department was truly advantageous. The professors were helpful and supportive of my academic goals. They all provided pleasurable learning environments.

More variety of classes, during the day. Not all students want evening courses. Don’t forget about the concerns of your traditional full-time students.

Coming from the Robinson College of Business, I found the Sociology Department to be friendliest, more accessible, and more conducive to the real world. Classroom discussions aided in my understanding of both theory & covered lectures. Assignments & projects yielded a superior leading experience.

The sociology department has a talented, diverse group of instructors and support staff. I felt challenged, but I also felt that the program could have been more challenging especially with more emphasis on research, essay writing, and hands-on research. Devise programs for more student community interaction. Students should be prepared to enter the workforce or graduate school.

Wonderful Experience. All of my Professors were Excellent! Great Personalities.

Dr. Adelman Is the BEST

My comments and suggests would apply to the academic rigor of the sociology department. I found that some students take sociology to have an easy course, but for those of us who have a passion for social structure and social systems we desire a challenge. My suggestion would be to identify these students earlier on and push an honors program. I found many of my classes to be slowed down to accommodate lazy or immature students. This is my biggest complaint as I look back to my studies. Yet, Professors like Chip Gallagher truly took the time to teach and guide and offer the tough advise and critisim needed.

The program was an excellent program. I feel that the classes gave me different perspective in social environment and the impact that society has on the individual and other systems within the social world.
I enjoyed my college career at Georgia State. The Sociology Department was a rewarding experience for me and I plan to continue my education with a MPH in Public Health. Everyone in the Department was always friendly and very helpful.

Advisement on Career development/choices in the Sociology field. Let post-undergraduate students know the best way to get recommendations for grad. school, when the undergrad student has been out of school/Sociology dept. for several years.

I graduated in 2001 after a 20+ year hiatus. I enjoyed, very much, my time back in school. However, I generally felt out of place and pretty impatient w/the lack of seriousness of some of the students & w/what I felt was a lot of tolerance by instructors. Of course, it’s an “age” thing. But that’s the only critique I had. I was challenged by all the instructors in the Sociology dept. At the risk of being biased, my critique was not so much in the Soc. Dept….

Teachers, instructors were available only during day hours for office visits. For students that worked day hours trying to see an instructor in the evening was hard, due to the fact that they cut off accepting appt’s at 4:30 or 5 pm.

The only thing that makes me furious is having to find a job w/ a degree in Sociology. I was told by Denise in the department that I could be a teacher w/ a degree in sociology. I even have a brochure that states occupations that one may choose and teaching is on there. However, I would like to be sent a current brochure because one cannot teach Kindergarten w/that degree. I was given false Information

I was a political Science major. Sociology was my minor.

Outstanding faculty! They truly care about he students.

I liked my sociology professors that had “real” life stories. I hated the ones that were grad. students or ones that had only school and teaching experience. There was a women who taught a class on women and she was Muslim and wore the attire of her religion I and other student did not feel she could have been subjective. I did like very much the choice of books I was asked to read while in school.

I wish to say the most beneficial department to my development as a person, wholistically, was the sociology department. I have a double major from two other departments, and I have learned the most from two professors in the field of sociology: Dr. Philip Luck and Dr. Jung Ha Kim. The hearts of the professors who taught in this department made the difference. Please, continue to select brilliant and dedicated people who care about all the issues, people, and students in the field.

THIS IS AN EXCELLENT DEPARTMENT!

I had a very pleasant experience within the Sociology department and have no complaints about the faculty. The staff made it very clear that they had our best interest at heart and challenged our work, made me see the world at face value with regards to social class, race, gender, & religion and want to be part of the solution and contribute to society.

The required classes were frequency but limited seating so that affected my graduation date. If I did not enroll early I would not be able to take the class I need to graduate that semester. I think GSU sociology department should offer more required classes per semester.

I CAN NOT FIND A JOB

Dr Reid and professor Jaret were the most influential teachers I had at Georgia State.
The overall Sociology program and its faculty are very good. More choice/variety of classes should be offered. Some classes were very challenging while others were “no-brainers.” Ainsworth offers a very challenging class – thoroughly appreciated.

The professors in the Sociology Department are excellent. Jim Ainsworth-Darnell, Wendy Simonds, Romney Norwood, Mindy Stombler, Dawn Bannach, Denise Donnelly and Kathy Dolan were instrumental in my success as a student and were always supportive of my activist activities on campus. It is a rare gift for a student to have so many people giving such encouragement, and I feel so fortunate to have had the experience that I did at Georgia State University.

At the time when I switched over to Sociology from Early Childhood Education, it would have been more beneficial for me to done an internship. I would advise that advisors tell their advisees to definitely do an internship because otherwise they will NOT find a job with a degree in Sociology.
Appendix L

Advisement Procedures

Undergraduate

Undergraduate advisement in the Department of Sociology is handled primarily by the Undergraduate Director (a full-time faculty member) and the Administrative Specialist-Academic (who provides support for both the graduate and undergraduate programs). Advisement is done by the Administrative Specialist on a walk-in basis, and by the Undergraduate Director by appointment. Communication with students regarding advisement is accomplished through the publication of a yearly undergraduate handbook, periodic visits to undergraduate classrooms, and departmental mailings. The department strongly suggests that students see an advisor upon entering the program, and then at least yearly until graduation (more often, if a problem or question arises). All students applying for graduation are required by the college to meet with one of the advisors to complete a graduation audit.

During the advisement process, the advisor goes over the student’s PACE form, notes any deficiencies or potential problems, and discusses with the student the classes that must be taken in order to complete the major requirements and graduate. Changes to requirements and course substitutions are made in consultation with Arts and Sciences Academic Advising.

Graduate

Graduate advisement is a multi-step procedure. When students enter the graduate program they have an initial consultation with the Departmental Director of Graduate Studies to discuss the program, its requirements, and a course of study. The Handbook for Graduate Students is provided to students at this time and the Director will go over the requirements in each student’s specialty. Also, during the first week of Fall semester, orientation for the new students is held in which current students and the faculty get to know new students informally. At this initial stage, the Director of Graduate Studies is responsible for students’ academic and other advisement such as graduate assistantship workload.

Within the first 18 hours of course work, usually during his or her second semester, the student will select a Program Advisor. The Program Advisor checks and finalizes the student’s course of study, authorizes modifications, explains program requirements, and serves as a mentor by guiding the student to learn sociology outside the classroom and helping to socialize the student into becoming a good sociologist. Program Advisors are consulted each semester for suggestions about course registration and additional informal issues.
We feel it is imperative that students be encouraged to complete their degree programs in a timely manner, rather than leaving their progress toward their degrees up to them. For this reason, we now have the End-of-the-Year Progress Report. In January every year the student will submit the End-of-the-Year Progress Report to his or her advisor and the Director of Graduate Studies so that the Department can monitor the student’s professional and academic activities such as research paper presentation, publications, awards, professional membership, community service, completion of course work, etc. This enables the student and the advisor to plan a course of action for the coming year.
Definition of Graduate Faculty and Selection Criteria
(Following the College Bylaws)

BYLAWS OF THE FACULTY
THE COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY

ARTICLE XI. GRADUATE STUDIES

Section 1. General Considerations

Each department within the College of Arts and Sciences offering a graduate degree shall have a graduate faculty. There shall be a graduate council of the college composed of faculty members holding graduate faculty membership within their respective departments, and the curriculum and bylaws committees of the college shall have graduate faculty representation. An assistant or associate dean of the college shall be appointed by the dean to serve as the graduate director of the college.

Section 2. Graduate Faculty

Each department of the college offering a graduate degree shall have a graduate faculty composed of the chair of the department and those members of the department who satisfy the departmental criteria for graduate faculty membership and who have been appointed by the dean to the graduate faculty. Faculty members shall be appointed to the departmental graduate faculty for a period of five years, and this appointment may be renewed for additional five year periods. The procedure used in determining and renewing graduate faculty appointments shall be as follows:

(a) each department in the college offering a graduate degree shall elect a graduate committee which shall propose criteria for departmental graduate faculty membership; only members of the graduate faculty of a department may hold membership on the departmental graduate committee;

(b) the departmental graduate committee also shall propose a procedure for a periodic review of the criteria;

(c) the proposed criteria and review procedure must be approved by the dean. The dean shall make the decision to accept or reject the proposed criteria and review procedure in light of a recommendation from the college executive committee. Thereafter, the graduate council shall review and make recommendations to the dean concerning any proposed changes in the departmental criteria or review procedure. The dean must approve any such changes;
(d) To be eligible for departmental graduate faculty membership, a faculty member must hold the rank of assistant professor or higher in the department and must not have been denied graduate faculty membership within the last two years; an eligible faculty member who does not wish to be considered for departmental graduate faculty membership may withdraw from consideration by giving written notice of this preference to the departmental graduate committee no later than 10 January of each academic year;

(e) The departmental graduate committee shall review the credentials of all faculty members in the department eligible for graduate faculty membership in the department (except those requesting that they not be considered), and it shall make recommendations to the department chair for graduate faculty appointments and renewals. Documentation (in the form of a curriculum vitae) and justification must accompany each recommendation. Each year in the spring semester the departmental graduate committee shall meet for this purpose if there are faculty members in the department who are eligible for graduate faculty membership;

(f) Nominations for departmental graduate faculty membership shall be made by the department chair to the dean. Documentation and justification must accompany all nominations;

(g) The dean of the college shall make appointments to the graduate faculties of the departments. These appointments shall be made in the spring semester, and tenure shall commence in the following summer semester;

(h) A candidate for departmental graduate faculty membership who is not recommended for, nominated for, or appointed to membership in a departmental graduate faculty shall be notified by the appropriate party of its decision. The rationale for this decision shall be provided in writing by the appropriate party upon request from the candidate. Candidates shall be notified of their appointment to a departmental graduate faculty by the dean of the college.

The members of a departmental graduate faculty may, if they wish, organize themselves into a working body for the purpose of assisting the chair and the director of graduate studies in conducting the graduate program of the department. Any such activities must be consistent with the Statutes of the university and the Bylaws of the college, particularly with respect to the authority and responsibilities of the department chair.

In exercising their responsibility for the quality of teaching in their departments, department chairs shall require membership in the departmental graduate faculty as a condition for directing graduate theses and dissertations, and they may, if they wish, require such membership as a condition for teaching graduate courses and/or serving on thesis and dissertation committees.

2/03
Appendix M-2

Definition of Graduate Faculty and Selection Criteria
(Approved by the Graduate Committee, June 24, 2004)

To be a member of the Sociology Department Graduate Faculty:

1. the faculty member must be of the rank of Lecturer, or higher;
2. the faculty member must have the appropriate terminal degree in the field;
3. the faculty member may not hold a visiting or part-time faculty position.
### APPENDIX N

**SOCIOLOGY GRADUATE FACULTY AS OF SEPTEMBER 2004**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Gender</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelman</td>
<td>Robert</td>
<td>M</td>
<td>Asst Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Ainsworth</td>
<td>James</td>
<td>W</td>
<td>Asst Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Baunach</td>
<td>Dawn</td>
<td>M</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Burgess</td>
<td>Elisabeth</td>
<td>O</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Cantrell</td>
<td>Cecilia</td>
<td>H</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Davis</td>
<td>Phillip</td>
<td>W</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Donnelly</td>
<td>Denise</td>
<td>A</td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Dressel</td>
<td>Paula</td>
<td></td>
<td>Professor</td>
<td>Sociology</td>
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<tr>
<td>Elifson</td>
<td>Kirk</td>
<td>W</td>
<td>Professor</td>
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<tr>
<td>Gallagher</td>
<td>Charles</td>
<td></td>
<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Ghamari-Tabrizi</td>
<td>Behrooz</td>
<td>Dr. Asst Professor</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Jaret</td>
<td>Charles</td>
<td>L</td>
<td>Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Kii</td>
<td>Toshi</td>
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<td>Assoc Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Kim</td>
<td>Jung</td>
<td>H</td>
<td>Lecturer</td>
<td>Sociology</td>
</tr>
<tr>
<td>LaRossa</td>
<td>Ralph</td>
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<td>Professor</td>
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<td>Norwood</td>
<td>Romney</td>
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<td>Asst Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Reid</td>
<td>Lesley</td>
<td>W</td>
<td>Asst Professor</td>
<td>Sociology</td>
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<tr>
<td>Reitzes</td>
<td>Donald</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Sociology</td>
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<tr>
<td>Simonds</td>
<td>Wendy</td>
<td>S</td>
<td>Assoc Professor</td>
<td>Sociology</td>
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<tr>
<td>Stombler</td>
<td>Mindy</td>
<td></td>
<td>Lecturer</td>
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</tr>
<tr>
<td>Whittington</td>
<td>Frank</td>
<td></td>
<td>Professor</td>
<td>Sociology</td>
</tr>
<tr>
<td>Zhan</td>
<td>Heying</td>
<td>J</td>
<td>Asst Professor</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
June 1, 2004

ROBERT M. ADELMAN
Curriculum Vitae

CONTACT INFORMATION

Department of Sociology
Georgia State University
Atlanta, Georgia 30303-3083
Phone: (404) 651-3752
Fax: (404) 651-1712
E-mail: socrma@langate.gsu.edu

EDUCATION

2001 Ph. D., Department of Sociology, University at Albany, State University of New York

1999 Certificate in Social Demography, Department of Sociology, University at Albany, State University of New York

1997 M. A., Department of Sociology, Georgia State University

1992 B. A. (Summa Cum Laude), Department of Sociology, University of Southern Mississippi

ACADEMIC EMPLOYMENT

2001–Present
Assistant Professor, Department of Sociology, Georgia State University
Faculty Affiliate, Center for Neighborhood and Metropolitan Studies, Georgia State University

AREAS OF SPECIALIZATION

Community and Urban Sociology
Immigration
Race and Ethnic Relations
Social Demography
Social Stratification

PUBLICATIONS

Research Articles


**Book Reviews**


**Research Reports**


**Newsletter Articles**


**RESEARCH IN PROGRESS**

Adelman, Robert M., Cameron Lippard, Charles Jaret, and Lesley Williams Reid. “Jobs, Poverty, and Income in American Metropolises: Do Immigrants Really Hurt the Economic Opportunities of Blacks?” Revision invited by *Social Science Quarterly*.


**AWARDS, GRANTS, HONORS**

2003-2004  Faculty Research Initiation Grant, Office of Sponsored Programs, Georgia State University ($10,000).

2002  Workshop Participant, ICPSR’s Summer Program in Quantitative Methods of Social Research, Workshop on Census 2000. Funded by the Department of Sociology, Georgia State University.

2001-2002  Faculty Research Support Award, Department of Sociology, Georgia State University ($2,000).

1998  Travel Grant, Graduate Student Organization, University at Albany.

1996  Graduate Student Paper Award, Department of Sociology, Georgia State University: “Morality and Public Policy: Analyzing the 1834 English Poor Law.”

1991 & 1992  Sociology Student of the Year, Department of Sociology, University of Southern Mississippi
PARTICIPATION IN CONFERENCES, COLLOQUIA, AND PUBLIC FORA

2004 Organizer, Roundtables, Community and Urban Sociology Section, Annual Meeting of the American Sociological Association, San Francisco, CA.


2001 Jaret, Charles, Lesley Williams Reid, and Robert M. Adelman. “Black-White Income Inequality and Metropolitan Socioeconomic Structure.” Presentation at the annual meeting of the Urban Affairs Association, Detroit, MI.


2000 Organizer and Presider, session title: “Cities and Immigrants.” Annual meeting of the Midwest Sociological Society, Chicago, IL.

2000 Adelman, Robert M. “Beyond the Black/White Dichotomy in Atlanta: Race and Ethnicity in an Emergent Immigrant Metropolis.” Presentation at the annual meeting of the Midwest Sociological Society, Chicago, IL.


1996  Adelman, Robert M. “Morality and Public Policy: Analyzing the 1834 English Poor Law.” Sociology Department Graduate Student Paper Award Colloquium, Georgia State University.


**RESEARCH EXPERIENCE**


TEACHING EXPERIENCE

Department of Sociology, Georgia State University (Assistant Professor)
  Undergraduate Courses: Urban Sociology; Race and Ethnic Relations; Research Methods
  Graduate Courses: Urban Sociology; Contemporary Research in Urban Sociology

Department of Sociology, University at Albany, 1998 - 2001
  Instructor, Introduction to Social Research (3 Semesters)
  Instructor, Community and Urban Sociology (1 Semester)
  Co-Teacher with Professor John R. Logan, Community and Urban Sociology, Spring Semester, 1998
  Teaching Assistant for Professor Stewart E. Tolnay, Statistics for Sociologists, Spring Semester, 1998

Department of Sociology, Georgia State University, 1996 - 1997
  Teaching Assistant for Professor Toshi Kii, Research Methods and Introduction to Sociology

PROFESSIONAL SERVICE

Occasional Manuscript Reviewer:
  American Sociological Review; City and Community; Journal of Urban Affairs; Social Problems; Sociological Forum; Sociological Inquiry; Sociological Perspectives

Occasional Grant Proposal Reviewer:
  External Reviewer, National Science Foundation Sociology Program
  External Reviewer, National Science Foundation Geography and Regional Science Program
  External Reviewer, The City University of New York “Research Award Program”

Occasional Book Reviewer:
  Pine Forge Press; Temple University Press
Member, James E. Blackwell Distinguished Graduate Student Paper Award Committee, Racial and Ethnic Minorities Section, American Sociological Association, 2004.
Member, Local Arrangements Committee, Annual Meeting of the Southern Sociological Society, Atlanta, GA, 2004.

Member, Regional Spotlight Committee, Annual Meeting of the American Sociological Association, Atlanta, GA, 2003.

Chair, Robert Park Paper Award Committee, Community and Urban Sociology Section, American Sociological Association, 2002.

Member, Local Arrangements Committee, Annual Meeting of the Population Association of America, Atlanta, GA, 2002.

Member:
- American Sociological Association
- Population Association of America
- Southern Sociological Society
- Urban Affairs Association

UNIVERSITY SERVICE


Invited Lecturer, Intensive English Program (IEP 0840, “Reading and Listening for Academic Purposes, Level IV”), Georgia State University, Fall Semester 2001.

Proposal Reviewer, Research and Travel Grants, Graduate Student Organization, University at Albany, 2001.


DEPARTMENTAL SERVICE

Member, Executive Committee (2004), Graduate Committee (2004), Library Committee (2002-2004), Technology Committee (2002-2004), Colloquium Committee (2002, 2003), Department of Sociology, Georgia State University.

COMMUNITY SERVICE

Board Member, “A Step in the Right Direction” (Transitional Shelter for Homeless Women and Children), Scottdale Community Planning Council, Dekalb County, Georgia, 2002-2003.

CONSULTANCY WORK

Statistical Consultant, Gerontology Institute, Georgia State University.
CURRICULUM VITAE

James W. Ainsworth

June 1, 2004

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Department of Sociology
1063 General Classrooms Building
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Home: 626 Atlanta Avenue SE
Atlanta, GA 30312
Phone: (404) 635-1472
Ainsworth@gsu.edu

EDUCATION:

Ph.D., 1999, Sociology, The Ohio State University.

Thesis: “The Educational Adaptation of Filipino and Mexican Children of Immigrants” Committee: Professors Rubén Rumbaut, Kenji Ima, and Valerie Pang

A.B., 1989, Political Science, University of Southern California.

AREAS OF SPECIALIZATION (I.E. RESEARCH AND TEACHING INTERESTS):

Social Stratification and Inequality
Race and Ethnic Relations
Sociology of Education
Statistics and Research Methods

AWARDS:

1999 Reuben Hill Award for the best paper published in 1998 that combined research and theory. Awarded by the National Council on Family Relations for the article “Sex of Parent and Children's Well-Being in Single-Parent Households.”


AWARDS (CONTINUED):
Writing Across the Curriculum grant to enhance the writing expectations in my Social Research Methods course, $2,000.

1997-98 Clyde Franklin Award for the outstanding student paper on race and/or gender within the Ohio State sociology department, $500.

Ohio State University Graduate Teaching Award Nominee, 1998.

Two-time Instructor Honoree (for teaching), 1997 and 1998 Sociology/Criminology Undergraduate Recognition Reception.

GSU Sociology Departmental Research Support Award, 1999-2000, $900.

PUBLICATIONS:


PUBLICATIONS (continued):


PAPERS UNDER REVIEW/ WORK IN PROGRESS:

Ainsworth, James W. and Vincent J. Roscigno. “Stratification, School-Work Linkages, and Vocational Education.” Revised and Resubmitted at Social Forces

Downey, Douglas B., James W. Ainsworth and Zhenchao Qian “Revisiting the Attitude/Achievement Paradox among Blacks”

Downey, Douglas B., Mikaela J. Dufur, James W. Ainsworth. “Structuralist and Individualist Explanations for Sex Differences in Behavior”

Roscigno, Vincent J. and James W. Ainsworth. “Labor Markets Effects on the Availability of Vocational Educational Training”.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS AND INVITED TALKS:


(continued):


PROFESSIONAL EXPERIENCE:

CURRENT POSITION
Assistant Professor of Sociology at Georgia State University, August 1999-present

RESEARCH:
Department of Sociology, The Ohio State University, January, 1997-December, 1998
Graduate Research Assistant, Supervisor: Dr. Vincent Roscigno
Department of Sociology, The Ohio State University, January, 1995-September, 1996
Graduate Research Assistant, Supervisor: Dr. Douglas Downey
Department of Sociology, San Diego State University, February 1992- September 1993
Graduate Research Assistant, Supervisor: Dr. Rubén Rumbaut

TEACHING:
Department of Sociology, Georgia State University
Wealth, Power, and Inequality (3201) Spring 2004
Social Research Methods (3020) Spring 2004
Race and Ethnic Relations (3212) Fall 2003
Social Research Methods (3020) Fall 2003
Social Research Methods (3020) Summer 2003
Wealth, Power, and Inequality (3201), May Semester 2003
Social Research Methods (3020) Spring 2003
Social Research Methods (3020) Fall 2002
Proseminar in Sociology, Graduate (8000) Fall 2002
Race and Ethnic Relations, Graduate (8212) Summer 2002
Sociology of Education, Graduate (8380) Spring 2002
Educational Sociology (4380) Spring 2002
Proseminar in Sociology, Graduate (8000) Fall 2001
Social Research Methods (3020) Fall 2001
Race and Ethnic Relations (3212) Summer 2001

PROFESSIONAL EXPERIENCE (continued):
Wealth, Power, and Inequality (3201), May Semester 2001
Social Research Methods (3020) Spring 2001
Race and Ethnic Relations (3212) Spring 2001
Race and Ethnic Relations, Graduate (8212) Fall 2000
Social Research Methods (3020) Fall 2000
Social Inequality (3201), May Semester 2000
Social Conflict, Graduate (8202) Spring 2000
Social Conflict (3202) Spring 2000
Social Research Methods (3020, 2 courses) Fall 1999

Department of Sociology, The Ohio State University, Fall 1993- Spring 1998
Independent Instructor, Sociology of Education (2 terms)
Independent Instructor, Social Stratification (4 terms)
Independent Instructor, Introductory Sociology
Coordinating Teaching Associate, Introductory Sociology
Recitation Leader, Introductory Sociology

Department of Sociology, San Diego State University, Fall 1992- Spring 1993
Independent Instructor, Introductory Sociology (2 terms)
Teaching Assistant, Introductory Sociology
Teaching Assistant, Juvenile Delinquency

PROFESSIONAL SERVICE:

Reviewer (years and number of times):

Education Evaluation and Policy Analysis 2003
Family Relations 2003, 2004
Demography 2002
Social Science Quarterly 2000, 2002(2), 2004
Sociological Inquiry 1998
ASA—Soc. of Ed. section presentation 2004

Grant proposals for the National Science Foundation 2000, 2001

Book manuscript submissions for Greenwood Publishing 2000
PROFESSIONAL SERVICE (continued):


Member of the editorial board for the Journal of Marriage and the Family, 2002

Member of the Professional Development Committee of the Sociology of Education Section of the American Sociological Association, 2000-2001

Member of the Committee to Support Early Career Scholars of the Sociology of Education Section of the American Sociological Association, 2001-2002


Member: American Sociological Association
Sections: Race and Ethnic Relations; Race, Gender and Class; Sociology of Education
Society for the Study of Social Problems
Division: Educational Problems
The Southern Sociological Society

Departmental Committees:
Graduate Committee (Fall 1999-Fall 2003)
Undergraduate Committee (Spring 2004-present)
Chair of Technology Committee (Fall 2000-present)
Self-Study Committee (Spring 2004-present)
Community Outreach Committee (2003)
Executive Committee (2002)
Graduate Student Recruitment Committee (Fall 1999-2001)
Diversity Committee (2000-2001)
SCI Strategic Planning Sub-Committee (Fall 1999-Spring 2000)
Faculty Recruitment Committee (Fall 2000)
Chair of MA Exam Committee (Spring 2000)
MA Exam Committee (Summer 2001)
PROFESSIONAL SERVICE (continued):

Graduate Student Committees/ Individual Work:

- Melissa Bussler MA Thesis (committee member), completed Fall 2000
- Caroline Wood Directed Teaching Practicum, Summer 2001
- Hallbrook Polite, Jr. MA Paper (chair), completed Spring 2002
- Beth Cavalier Directed Teaching Practicum, Spring 2002
- Fiona Pearson PhD Specialty Project (chair) Fall 2002
- Beth Cavalier MA Thesis (committee member), Fall 2002
- Joe Trolan MA Paper (committee member), Fall 2003
- Greg Wiggan Dissertation (committee member) (College of Education), Fall 2003
- Bentley Ponder PhD Specialty Project (committee member), in progress
- Greg Wiggan PhD Specialty Project (chair), in progress
- Rebecca Hinely Senior Honors Thesis (chair), in progress

REFERENCES:

Douglas Downey, Associate Professor  
The Ohio State University  
342 Bricker Hall, 190 North Oval Mall  
Columbus, OH 43210  
Phone: (614) 292-1352  
Email: downey.32@osu.edu

Lauren Krivo, Associate Professor  
The Ohio State University  
211E JR  
Columbus, OH 43210  
Phone: (614) 247-6378  
Email: krivo.1@osu.edu

Vincent Roscigno, Associate Professor  
The Ohio State University  
376 Bricker Hall, 190 North Oval Mall  
Columbus, OH 43210  
Phone: (614) 292-1618  
Email: Roscigno.1@osu.edu

Don Rietzes, Professor and Chair  
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1043 General Classrooms Building  
University Plaza  
Atlanta, GA 30312  
Phone: (404) 651-1844  
E-Mail: socdcr@langate.gsu.edu
DAWN MICHELLE BAUNACH  
Curriculum Vitae

Department of Sociology  (404) 651-1854  (office)
Georgia State University  (404) 651-1712  (fax)
Atlanta, Georgia 30303  dbaunach@gsu.edu

EDUCATION

May 1996  Ph.D., Sociology, University of Virginia
August 1993  M.A., Sociology, University of Virginia
May 1990  B.A., Sociology, Duke University

AREAS OF INTEREST

Inequality and Stratification, Gender and Sexuality, Work and Occupations, Social Demography, and Methodology and Statistics.

ARTICLES AND CHAPTERS


BOOK


BOOK REVIEW


ESSAYS AND OTHER WRITINGS


PRESENTATIONS


Baunach, Dawn M. "Gender, Race, and Competition: Job Queues and the Labor Force Participation of White, Black, Asian, and Hispanic Women." Presented at the Southern Sociological Society Meeting on April 7, 2001 in Atlanta, Georgia.

Kii, Toshi, Dawn Baunach, Sophia Xiong, and Donald Reitzes. "Job Satisfaction and Organizational Commitment and their Relationship to Work Role Identity." Presented at the Southern Sociological Society Meeting on April 5, 2001 in Atlanta, Georgia.


PRESENTATIONS (continued)


Baunach, Dawn M. "A Discussion of Nancy Chodorow's The Reproduction of Mothering." Presented at the Department of Sociology, Georgia State University Colloquium Series on "The Most Influential Books in Sociology" on November 22, 1996.

Baunach, Dawn M. "Female Mortality and Social Embeddedness in Developing Countries." Presented at the Southern Sociological Society Meeting on April 12, 1996 in Richmond, Virginia.

Baunach, Dawn M. "Gender Inequality from Infancy to Adolescence: A Cross-Cultural Analysis." Presented at the Mid-South Sociology Association Meeting on October 27, 1994 in Lafayette, Louisiana.


WORK IN PROGRESS


Burgess, Elisabeth O. and Dawn M. Baunach. "Gay Friendly? Contact with the Homosexual Community and Attitudes toward Homosexuality."


Baunach, Dawn M. and Elisabeth O. Burgess. "AIDS Attitudes and Social Networks."

Baunach, Dawn M. "Gender, Race, and Job Queues: Competition in Metropolitan Labor Markets."

GRANTS AWARDED

Summer Research Money. Department of Sociology, Georgia State University. 2004. $5,000.

Summer Research Money. Department of Sociology, Georgia State University. 2003. $4,800.

Summer Research Money. Department of Sociology, Georgia State University. 2001. $9,000.

Summer Research Money. Department of Sociology, Georgia State University. 2000. $4,305.
GRANTS AWARDED  (continued)

Summer Research Money. Department of Sociology, Georgia State University. 1998. $3,810.


PROFESSIONAL POSITIONS

Director of Graduate Studies, Department of Sociology, Georgia State University, Atlanta, GA. June 2004 - Present.

Associate Professor (with Tenure), Department of Sociology, Georgia State University, Atlanta, GA. August 2003 - Present.

Assistant Professor (Tenure Track), Department of Sociology, Georgia State University, Atlanta, GA. September 1996 - August 2003.

Instructor, Department of Sociology, University of Virginia, Charlottesville, VA. June 1994 - July 1996.

Graduate Lab Assistant, Social Science Data Center, Alderman Library, University of Virginia, Charlottesville, VA. September 1995 - December 1995.

Graduate Research Analyst, Center for Survey Research, University of Virginia, Charlottesville, VA. May 1991 - August 1993.

Graduate Teaching Assistant, Department of Sociology, University of Virginia, Charlottesville, VA. August 1990 - May 1991, August 1993 - May 1994.

HONORS AND AWARDS


Bonnie Tate-Booker Fellowship. Graduate School of Arts and Sciences, University of Virginia. Fall 1995 - Spring 1996.

Outstanding Graduate Teaching Assistant Award. Sociology Department, University of Virginia. 1995.

UNDERGRADUATE COURSES TAUGHT

Introduction to Sociology, Microcomputer Applications in the Social Sciences, Sexuality and Society, Sociology of Gender, Social Statistics, Social Research Methods, Sociology of Food.
GRADUATE COURSES TAUGHT

Advanced Data Analysis (Ph.D. level), Intermediate Social Statistics (M.A. level), Multivariate Data Analysis (Ph.D. level), Sexuality and Society, Sociology of Food, Sociology of Gender.

PROFESSIONAL MEMBERSHIPS


OTHER PROFESSIONAL ACTIVITY

"Sociology 8216: Gender and Society Syllabus." Graduate class syllabus published in the American Sociological Association's "The Sociology of Gender: Syllabi & Other Instructional Materials" (Fall 2002).

"Sociology 8156: Sexuality and Society Syllabus." Graduate class syllabus published as part of a syllabus set on the teaching of classes on sexuality by the Center for Lesbian and Gay Studies, City University of New York. http://web.gsuc.cuny.edu/clags/syllabi.htm

"Afternoon Delight or Fright: Tales from the Trenches of Teaching Sexuality." Panel held at the Southern Sociological Society Meeting on April 7, 2001 in Atlanta, Georgia. Invited panel participant.

"Gender Identity and Ideology." Session Chair and Discussant at the Southern Sociological Society Meetings on April 6, 2001 in Atlanta, Georgia.

Institute on Teaching and Mentoring. Faculty Mentor and Participant at the Seventh Annual Institute Meeting for The Compact for Faculty Diversity on October 26-29, 2000 in Orlando, Florida.

"Sexuality on Campus: Fears and New Frontiers." Presider and Discussant at the Southern Sociological Society Meetings on April 2, 1998 in Atlanta, Georgia.

"Gender Issues in Sexuality Research." Organizer, Presider, and Discussant at the Southern Sociological Society Meetings on April 5, 1998 in Atlanta, Georgia.

PROFESSIONAL SERVICE

Program Committee for the 2003 meeting of Sociologists for Women in Society in Atlanta, Georgia. Co-Chair. 2002-2003

Local Arrangements Committee for the 2003 meeting of the Society for the Study of Social Problems in Atlanta, Georgia. Member. 2002-2003

Manuscript Reviewer for:

Editorial Board, member; Making Sense of Women’s Lives: An Introduction to Women’s Studies.

Editorial Board, member; Sociological Outlook.

Editorial Board, Chair; Virginia Review of Sociology. 1995 - 1996; Member, 1993 - 1996.
DEPARTMENTAL SERVICE

Alpha Kappa Delta (Sociology Honor Society), Chair. 1997 - Present.
Chair Search Committee. February 1999.
Gender and Sexuality Specialty Area Committee, Co-Chair. 2000 - Present.
Graduate Committee. 1997 - Present.
Graduate Committee, Chair. June 2004 - Present.
Ph.D. Methods and Statistics Qualifying Exam Committee. 1996 - Present.
Program Committee. 2001 - Present.
Self Study Committee. March 2004 - Present.
Student Recruitment Committee, Chair. 1999 - 2000.

Ad Hoc Committees:

Departmental Beautification Committee. May 2004 - Present.
Faculty Mentor for Dr. Romney Norwood. August 2003 - Present.
CURRICULUM VITAE

Elisabeth O. Burgess
Assistant Professor
Sociology

I. EDUCATIONAL/PROFESSIONAL CREDENTIALS

PhD 1997  Sociology, University of Southern California.
M.A 1995  Sociology, University of Southern California
B.S. 1992  Sociology, Old Dominion University. Minor: Women’s Studies

II. TEACHING EXPERIENCE (Academic)

Fall 1997 to Present  Assistant Professor, Department of Sociology, Georgia State University.
Fall 1996  Instructor, Department of Sociology, Mt. St. Mary’s College, “Research Methods”

V. COURSES TAUGHT

Undergraduate

  SOCI 3101: Families and Society
  SOCI 3156: Sexuality and Society
  SOCI 4116: Aging and Society
  WMST 2010: Introduction to Women’s Studies

Graduate

  SOCI 8102: Life Course Sociology
  SOCI 8116: Sociology of Aging
  SOCI 8156: Sociology of Sexuality
  SOCI 8900: Special Topics-Sociology of Sport

VI. Intellectual Contributions

A. Publications – Journal Articles
Forthcoming  Bonnesen, J. and E. O. Burgess. “‘Senior Moments’: An Analysis of an Ageist Attribution” *Journal of Aging Studies, 18* (2).


B. Books/Monographs and Chapters


D. Professional Presentations:


“I don’t want to be sick like grandmom:’ Health attitudes and behaviors in multigenerational African American families.” With S.V. King, M. Akinyela, M. Counts-Spriggs & N. Johnson. National Council for Black Studies Annual Meeting, March 21, Atlanta, Georgia.

2002
“Gender, Sex, and Involuntary Celibacy.” With D. Donnelly. Women’s Studies Network Association (UK/Western Europe) Conference, September, Belfast, Northern Ireland.

“Celibate, But Not by Choice.” With D. Donnelly. Invited community lecture, May, sponsored by the Women’s Studies Centre, Queen’s University, Belfast, Northern Ireland.

2001
“Stigma and Stereotype: An Analysis of Adult Involuntary Virgins.” With J. Dillard and D. Donnelly. Southern Sociological Society Annual Meeting, April 7-9, Atlanta, GA.

“When you are married you expect a little sex:’ The paradox of marital celibacy” With D. Donnelly and S. Anderson. Southern Sociological Society Annual Meeting, April 7-9, Atlanta, GA.

2000  “‘Having a Senior Moment:’ A content analysis of the media’s use of the term ‘senior moment.’” With Jaye Shaner. Gerontological Society of America Annual Meeting, November 17-21, Washington D.C.

“Southeastern Council on Family Relations Survey.” With D. Donnelly and D. Gregory. National Council on Family Relations Annual Meetings, November 9-12, Minneapolis, MN.


“Building Scholars: The transition from Graduate Student to Faculty Member.” Panel Member. Southern Sociological Society Annual Meeting, April 4-7, New Orleans, LA.


Moderator. A Harassment and Women’s Insurance Issues@Panel during Women’s Political Voices, Georgia State University. September 16, 1998, Atlanta, Georgia.

A Generation X: A Radical Shift in the Experiences of Young Adulthood or Another Generation of Rebellious Youth?@Paper presented at the Sociology Department Colloquium Series, Georgia State University. May 22, 1998, Atlanta, Georgia.


1997


1996


1995


1994

E. Editorial/Reviewer Projects


F. Projects Under Review

Donnelly, D. and Burgess, E. O.  When you’re in a relationship, you kind of expect a little sex: The paradox of partnered celibacy. Manuscript received a revise and resubmit from Journal of Marriage and Family. Manuscript will be resubmitted in Summer 2004.


VII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

A. Membership

American Sociological Association
Gerontological Society of America
National Council of Family Relations
Sociologists for Women in Society
Society for the Study of Social Problems
Southern Sociological Society
VIII. HONORS, AWARDS AND RECOGNITION


2002  Department Summer Research Grant. Department of Sociology, Georgia State University, Atlanta, Georgia.


1999  Department Summer Research Grant. Department of Sociology, Georgia State University, Atlanta, Georgia.

1998  Departmental Summer Research Grant. Department of Sociology, Georgia State University, Atlanta, Georgia.


PERSONAL INFORMATION

Associate Professor of Sociology
Sociology Department and Undergraduate Director
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-1837

Home Address:
1076 Cumberland Road
Atlanta, Georgia 30306
(404) 876-5677

Social Security Number: 416-64-2129

ACADEMIC PREPARATION

Bachelor of Science
University of Alabama
(1966)
(Major: Nursing)

Master of Science
The Ohio State University
(1969)
(Major: Medical Surgical Nursing; Minor: Psychology)
Thesis Title: An Empirical Study of Patient and Nurse Perspectives of Patient Care in the Intensive Care Unit

Doctor of Philosophy
The Ohio State University
(Major areas of concentration: Medical Sociology, Social Psychology Theory Development; Minor: Psychology) Dissertation Title: An Empirical Study of the Relationship Between Comparative Life Satisfaction and Death Anxiety Among Aged Men

MAJOR FIELDS OF INTEREST
Sociology of Death, Bereavement and Loss; Gerontology;
Health Policy; Resource Distribution and Use;
Health Care Ethics and HIV/AIDS
AWARDS AND HONORS

1986-1987   Selected for the Georgia State University Gerontology Doctoral Program

1985-1986   American Council on Education Fellow

1980-1985   Elected member of Board of Trustees Wesley Homes and Geriatric Hospital Inc.

1982-1983   Elected member of Red Cross Board

1973-1974   Virginia Commonwealth University Research Grant

1970-1974   National Institute of Health Graduate Fellowship

1968-1969   The Ohio State University Graduate Fellowship

1963-1966   University of Alabama scholarship

1965        Elected to membership in Sigma Theta Tau

ACADEMIC APPOINTMENTS

1997-Fall 2000   Director of Undergraduate Studies Department of Sociology

1985-Present    Associate Professor of Sociology and Nursing

1986-1991       Director of Evaluation, Planning, Research and Development, College of Arts and Sciences, Georgia State University. Joint appointments in Nursing and Sociology. Member of the Gerontology Center Board and The Humanities and Technology Board

1978-present    Faculty member of Sociology and Nursing
(Academic appointments, continued)

1985-1986  Selected as an American Council on Education Fellow; A nation Fellow in academic administration designed to prepare individuals for administrative positions such as dean, vice president and president of universities and colleges.

1978-1985  Chairperson and Associate Professor, School of Nursing, Georgia State University. Joint Appointment, Department of Sociology; Faculty member of the Gerontology Center.

1978-present  Counseling for children, adults and families facing death, bereavement and other loss

1977-1978  Associate Professor, School of Nursing and Department of Sociology, University of Alabama in Birmingham

1977-1978  Clinician at the University of Alabama Smolian Psychiatric Center Emphasis on children, adults and family issues related to death, bereavement and loss.

1977-1978  R.N. Medical and Surgical Intensive Care Units at University of Alabama Hospital

1975-1977  Associate Professor, School of Nursing and Department of Sociology and Anthropology, Virginia Commonwealth University, Richmond, Virginia

1969-1970  Instructor, School of Nursing, The Ohio State University, Columbus, Ohio

1966-1969  R.N. Intensive Care Units Stanford Hospital, Stanford, Connecticut
RESEARCH AND PROFESSIONAL GROWTH EXPERIENCE

1992-present  Research: drug use among women, 18-45, their HIV status, support systems and death bereavement attitudes.

1992-present  Disclosure to significant others of HIV status especially among women with children.

1994-present  Suicide Attitudes Among College Students

1989-present  850-page manuscript that uses an ecological view of resource acquisition and use in the general system and the health care system.

1987  The Grantsmanship Center and CASE Institutes on Fundraising

1987-1988  Post Doctoral Gerontology Program at Georgia State University

1985-1986  Selected to conduct the State Wide Analysis of Health Professional Programs for the Board of Regents of The University System of Georgia

1973-1975  Research Associate, Survey Research Center Virginia Commonwealth University. Richmond, Virginia

1973-1975  Research Consultant, School of Medicine Virginia Commonwealth University Richmond, Virginia

1973-1975  Research Design Center American Cancer Society Richmond, Virginia

1973-1975  Research Associate, Metropolitan Criminal Justice Center. College of William and Mary. Williamsburg, Virginia
PUBLICATIONS

1. “Older Adults’ Attitudes Toward Suicide: Are There Race and Gender Differences” in *Death Studies*, 21: May-June 1997 with Lillian Parker and Alice Demi.


9. *The Impact of Victimization on Society*. Published by Metropolitan Criminal Justice Center of the College of William and Mary, Williamsburg, Virginia. (with C. W. Thomas).


GRANTS


PAPERS PRESENTED

1. “Death Attitudes Among College Students” The Am Association of Death Counselors and Educators, June 1996

2. “Suicide Attitudes of Elderly African Americans and White Women.” The Southern Sociological Society, April, 1996


WORKSHOPS, SEMINARS, AND KEYNOTE ADDRESSES


14. One of the thirty health educators selected to attend education in Genetics II: Nurses and Social Workers, Georgetown University, June, 1984.


33. Participation in Seminar on “Curriculum Development for Medical-Surgical Faculty of Livingston College,” (with Anne Belcher), 1978.

34. Mental Health Professional Symposium on Grief, 1978.

RELATED PROFESSIONAL ACTIVITIES

4. Member of the American Council of Education Advisory Committee on program development, 1986-present.
5. Graduate of Leadership Kennesaw Program, 1986.
6. Member Ethics Committee, Georgia Nurses Association, 1985-present.
7. Member of Doctoral Committees.
10. Member Board of Directors Hunger Project, 1983.
12. Member Georgia Primary Health Care Association, 1979-present.
13. Member Board of Directors, American Red Cross, Atlanta Division, Atlanta, Georgia, 1983-1985.
17. Southern Regional Education Board Health Education Committee, 1978-present.

**PROFESSIONAL AFFILIATIONS**

2. American Association of Death Educators and Counselors 1980-present
4. The American Council on Education Fellows Association 1985-present
7. Sigma Theta Tau 1966-present
8. Center For Ethics Emory University 1988-present
10. Georgia State Nurses Association 1978-present
12. American Cancer Society 1984-present
COMMUNITY SERVICE AFFILIATIONS

1. American Sudden Infant Death Syndrome Institute Board 1990-present
2. AIDS Survival Project 1992-present
3. Youth Suicide Prevention Coalition Board 1990-2000
5. Atlanta Children Coalition
6. Volunteer at Homeless Shelter
7. Georgia Council on Child Abuse
8. Volunteer at Foodbank
11. Common Cause 1989-present
12. Co-founder grief support group 1990-present

MAJOR DEPARTMENT AND UNIVERSITY COMMITTEE ASSIGNMENTS

1. Director of Undergraduate Committee, 1997 - present
2. College of Arts and Sciences Bylaws Committee, 1994-present.
3. Chair of Arts and Sciences Bylaws Committee, 1997 - present.
4. Undergraduate Committee Sociology Department, 1993-present.
5. Chair Undergraduate Committee of Sociology Department, 1997 - present.
7. Program Committee Sociology Department , 1997 - present
10. Member University Research Grant Review Committee, Georgia State University, 1980-present.
11. Member of Executive Committee of Thanatology, Georgia State University, 1982-present.
12. Member of Executive Committee of the Gerontology Center, Georgia State University, 1980-1986.
19. Member Gerontology Faculty, 1978-present.
22. Member Faculty Appeals Committee 1980-1986
23. Coordinator, Development of Doctoral Level Advanced Nursing Course 1984-1986
27. Member University Graduate Committee, Samford University, 1976-1977.

31. Elected Alpha Kappa Delta Faculty Representative, 1974-1975.

32. Member University Curriculum Committee, 1974, 1975.

33. Member University Committee on Student Advising, 1974-1975.

34. Member Adjunct Faculty Committee, 1974-1975.

35. Member of the Graduate Faculty, Virginia Commonwealth University, 1973-1975.


Courses taught from Winter 1991 through Fall 2002

Sociology 1101  Introduction to Sociology
Sociology 1102  Contemporary Social Problems
Sociology 3352  Sociology of Mental Health and Illness
Sociology 3101  Sociology of the Family
Sociology 3900A  Society and HIV/AIDS
Sociology 4230  Sociology of Health and Illness
Sociology 4122  Sociology of Dying, Death and Loss
Sociology 3156  Human Sexuality
Sociology 422  Society and Aging
Sociology 8921  Sociology of Dying, Death and Loss
### ACADEMIC COURSES TAUGHT

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<tr>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Introductory Sociology</td>
<td>Advanced Adult Health</td>
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<td>Social Psychology</td>
<td>Theory Construction (Both Sociology and Nursing)</td>
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<td>Thanatology</td>
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<td>Health Professional Issues and trends</td>
<td>Sociology of Health</td>
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<td>Physical Assessment</td>
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<td>Sociology of Mental Health</td>
<td>Social Psychology</td>
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<td>Medical Surgical Nursing: Advanced</td>
<td>Sociological, Political, Legal and Ethical Consideration of Health</td>
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<td>Nursing Theory</td>
<td>Care Issues</td>
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<td>Human Sexuality and Society</td>
<td>Sociology of Health Illness</td>
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### PROFESSIONAL PRACTICE

- Medical and Surgical Intensive Care Units
- Stanford Conn. 1969
- Michigan State University Hospital 1970
- Ohio State University Hospital 1971-1973
- University of Alabama Hospital 1974-1977
- Wesley Geriatric Hospital 1991-1992
CURRICULUM VITA

Phillip W. Davis
Department of Sociology
Georgia State University
Atlanta, Georgia  30303

PERSONAL INFORMATION

Date of Birth:     February 3, 1947
Place of Birth:   Maywood, California, USA
Home Address:     2820 Galahad Drive
                  Atlanta, Georgia  30345
Telephone:        (404) 651-1857 (Office)
                  (404) 636-5906 (Home)
E-mail:           socpwd@panther.gsu.edu
Fax:              (404) 651-1712

EDUCATION

B.A.  Sociology  1968  University of California, Berkeley
M.A.  Sociology  1973  University of California, Los Angeles
Ph.D. Sociology   1979  University of California, Los Angeles

POSITIONS HELD

    Graduate Teaching Assistant, Department of Sociology
    University of California, Los Angeles  1971
    Part-time Instructor, Department of Sociology
    California State University, Long Beach  1972 - 1974
    Lecturer, Department of Sociology
    University of California, Riverside  1975 - 1978
    Assistant Professor, Department of Sociology
    Georgia State University  1979 - 1984
    Associate Professor, Department of Sociology
    Georgia State University  1985 - present

AREAS OF SPECIALIZATION

Deviance and Social Control
Ethnographic Methods
Social Psychology
CURRENT RESEARCH INTERESTS
Corporal Punishment of Children
Informal Intervention Into Domestic Violence
Public Altercations
Politics of Childhood

COURSES TAUGHT
Introduction to Sociology (undergraduate)
Crime and Delinquency (undergraduate)
Deviance and Social Control (undergraduate)
Social Problems (undergraduate)
Sociology of Family (undergraduate)
Family Violence (undergraduate)
Sexual and Intimate Violence (undergraduate and graduate)
Law and Society (undergraduate)
Seminar in Delinquency (graduate)
Seminar in Deviance and Social Control (graduate)
Children and Childhood (undergraduate and graduate)

PUBLICATIONS: ARTICLES, CHAPTERS, AND ESSAYS
1. "Meanings and Process in Erotic Offensiveness," Phillip W. Davis and Sharon K. Davis, 
   (1976).

2. "Interpretive and Materialist Resistance to Factualism and Idealism in the Sociology of 


   for the Police Patrol Officer," International Journal of Contemporary Sociology 19:205- 
   220 (1982).

5. "Restoring the Semblance of Order: Police Strategies in the Domestic Disturbance," 
   Reprinted in G. A. Fine, H. Farberman, and J. Johnson (eds.), Slices of Life, JAI 


WORK IN PROGRESS


PUBLICATIONS: BOOK REVIEWS


HONORS, FELLOWSHIPS, AND GRANTS
Research Initiation Grant, Georgia State University, "Adult-to-Child Violence in Public Settings," $2380, 1989.
Instructional Equipment Funds, Georgia State University, $1000, 1988.
Instructional Equipment Grant, Georgia State University, $1,0790, 1987.
College Committee, the Improvement of Instruction, $365 (with F. Whittington) 1985.
Research Initiation Grant, Georgia State University, "Witness Attrition in the Criminal Justice System," $7,000, 1981.
Phi Beta Kappa, University of California, Berkeley, 1968.

JOURNAL REFEREE
Social Problems
Criminal Justice Review
Journal of Contemporary Ethnography
Journal of Marriage and Family
Journal of Social Issues
Symbolic Interaction
Sociological Spectrum

PROFESSIONAL CONFERENCE ACTIVITIES: PAPERS PRESENTED


4. "A Note on the Temporal and Spacial Assumptions within the Field Researcher/Staff Relationship." Annual Meeting of the Midwest Sociological Society, St. Louis, Missouri, (with S. Davis). March 1976


35. Alice Tried the Switch but He Laughs Through the Tears—Annual Meetings of the
Southern Sociological Society, Baltimore, Maryland, April 2002.

DEPARTMENTAL, COLLEGE, AND UNIVERSITY SERVICE

Department of Sociology Service:
Graduate Committee 1992-1995; 1998; 2002
Alpha Kappa Delta Honorary Society Advisor 1979-81
Program Committee 1996
Director of Undergraduate Studies 1981-84
Chair, Department of Sociology Graduate Committee 1994-96
Director of Graduate Studies, Department of Sociology 1994-96
Triennial Chair-Evaluation Committee, Chair 2002
Community Outreach Committee 2001-2002

College and University Service:
Anthropology Student Outcomes Assessment Committee 1992
College of Arts and Sciences Graduate Council 1994-96
College of Arts and Sciences Graduate Petitions Committee 1994-96
College of Arts and Sciences Executive Committee, 2000-2002
Faculty Advisory Committee, Center for Urban Policy Research 1994
University Senate Bylaws Committee 1994-95
University Research Initiation Grant Review Committee 1995, 1998
College of Arts and Sciences Graduate Faculty 1979 - present
University Senate 1983-85, 1994-95
University Senate Committee on Academic Affairs 1983-85
University Senate Academic Affairs Subcommittee on Accreditation 1983-85
University Senate Committee on Athletics 1985-86
MANUSCRIPT REVIEWER
Wadsworth
McGraw Hill
Random House
Wiley and Sons
D. Van Nostrand
Canfield Press
Little Brown

PROFESSIONAL ASSOCIATIONS
American Sociological Association
Children and Childhood Section, American Sociological Association
Sociology of Emotions Section, American Sociological Association
Society for the Study of Social Problems
Social Problems Theory Section, Society for the Study of Social Problems
Family Problems Section, Society for the Study of Social Problems
Society for the Study of Symbolic Interaction
Southern Sociological Society

PROFESSIONAL CONFERENCE ACTIVITIES: OTHER ASSIGNMENTS


Participant, Georgia Teaching FOCUS Workshop, "Communicating the Excitement of Teaching," Atlanta, Georgia. February 1981.


Member, Local Arrangements Committee, Annual Meeting of the Southern Sociological Society, Atlanta, Georgia. April 1983.
Discussant, Workshop on Dispute Resolution, Annual Meeting of the Southern Sociological Society, Atlanta, Georgia. April 1983.


Invited Member, George Herbert Mead Award Committee, Society for the Study of Symbolic Interaction. August 1983.


MASTER'S THESES AND MASTER'S RESEARCH PAPERS DIRECTED


**DISSERTATION COMMITTEE MEMBERSHIP AND DIRECTION**


Janie Wolf-Smith, "The Institutionalization of Wife-Abuse," 1990


Kathleen Basille, "The Silent Abuse of Women: Martial Rape Attitudes and Experiences, 1998


Tanya Telfair-Sharpe, "Behind the Eight Ball: Sex for Crack Exchange: Poor Black Women and Reproduction." 2000

Kathleen Dolan, “HIV and Sexually Transmitted Infections Among Lesbian Women: Constructions of Risk and Protection.” 2002
CURRICULUM VITA
DENISE A. DONNELLY

CONTACT INFORMATION:
Department of Sociology    (404) 651-1852 phone
Georgia State University    (404) 651-1712 fax
Atlanta, GA 30303     socdad@gsu.edu e-mail

EDUCATION:
Ph.D. in Sociology, 1990, University of Florida, Gainesville, Florida
M.A. in Sociology, 1987, University of Florida, Gainesville, Florida
B.S. in Sociology, 1985, University of North Alabama, Florence, Alabama

AREAS OF SPECIALIZATION:
Family Sociology    Gender and Sexuality
Sexual and Intimate Violence    Social Inequality (Race, Class and Gender)

PUBLICATIONS:
Books:


Journal Articles and Book Chapters:
Donnelly, D., Cook, K., Van Ausdale, D. and Foley, L. (Forthcoming). White privilege, color blindness, and services to battered women. Violence Against Women.


**BOOK REVIEWS:**


WORK IN PROGRESS:
Donnelly, D., and Burgess, E. Involuntary celibacy in long-term heterosexual relationships (revised and resubmitted to Journal of Marriage and Family).


PRESENTATIONS:

Heritage or Hate? A Comparison of Neo-Confederate Groups in the U.S. South and Loyalist Extremist Groups in Northern Ireland. To be presented at the Second International Conference on New Directions in the Humanities, Monash University Center in Prato, Tuscany, Italy, July 2004.

Cultural Relativism or Cultural Imperialism? Western Feminism and Violence Against Women. To be presented at the Women's Association (UK/Ireland) Conference at Trinity College, Dublin, Ireland, July 2004.

Understanding Hate Groups. Invited guest lecture, Morehouse University, Atlanta, GA, April 2004.

Hate Groups in the U.S. and Northern Ireland. Presented at the Southern Sociological Society annual meetings, Atlanta, GA, April 2004.


Gender, Sex, and Involuntary Celibacy. Presented at the Women's Studies Association (UK/Ireland) Conference at Queen's University, Belfast, Northern Ireland, September 2002 (with E. Burgess).

Celibate, But Not by Choice. Invited community lecture, sponsored by the Women’s Studies Centre, Queen’s University, Belfast, Northern Ireland. May 2002 (with E. Burgess).
Intimate Violence: Male Privilege or Mutual Combat? Invited classroom lecture, Women’s Studies Centre, Queen’s University, Belfast, Northern Ireland. April 2002.

Working with Battered Women: Theoretical Considerations and Practical Implications. Invited classroom lecture, Women’s Studies Centre, Queen’s University, Belfast, Northern Ireland. April 2002.


Corporal Punishment: The Low Point on a Continuum of Violence Against Children? Presented at the American Sociological Association annual meetings, Chicago, IL, August, 1999. (With D. Gregory)


Is Corporal Punishment Best Conceptualized as the Low Point on a Continuum of Violence Against Children? Invited Presentation to the Family Research Laboratory NIMH Seminar, University of New Hampshire, Durham, NH, October, 1998.

White Privilege in the Battered Women’s Movement. Invited Presentation to the Department of Sociology University-Wide Colloquium, University of New Hampshire, Durham, NH, October, 1998.


Corporal Punishment: Harmless Discipline or Family Violence? Presented at the Southern Sociological Society annual meetings, Atlanta, GA, April, 1998. (With D. Gregory)


The Implementation of a Domestic Violence Program for Female Victims and Male Batterers who are Incarcerated. Panel at the Academy of Criminal Justice Sciences annual meetings, Albuquerque, NM, March, 1998. (With Linda Smith, Oliver Williams, and Martha Berida)


The Special Challenges of Doing Ethnographic Research with Battered Women. Presented at the National Council on Family Relations annual meetings, Crystal
City, VA, November, 1997.

Corporal Punishment: Harmless Discipline or Family Violence? Presented at the Sociology Fall Research Colloquium, Georgia State University, October, 1997. (With D. Gregory)


If I'd Only Known: Battered Women and Their Experiences with the Social Service System. Presented at the 5th International Family Violence Conference, Durham, NH, June, 1997.


Cultural Competency: The Intersection of Race and Gender. Invited presentation to the Governor's Summit on Domestic Violence, Governor's Task Force on Domestic and Sexual Violence, Jacksonville, FL, October, 1996.

Preferences for Masochistic Sex Among College Students: An Examination of Male-Female Differences. Presented at the American Sociological Association annual meetings, New York City, August, 1996. (with J. Fraser)


The Inter-generational Transmission of Violence. Invited Presentation to the Council on Battered Women Annual Workshop, Georgia World Congress Center, Atlanta, GA, October, 1994.


Responses of Atlanta Area Professionals to Adult Male Victims of Sexual Assault. Presented at the annual meetings of the Society for the Scientific Study of Sex (Eastern Region), Decatur, GA, April 1994. (With S. Kenyon).


Parental Relations, Socioeconomic Status, and Father-Child Contact Following Divorce. Presented at the annual meetings of the National Council on Family Relations, Baltimore, MD, November 1993. (With D. Finkelhor).


Structural Correlates of Female Circumcision. Presented at the Southern Sociological Society annual meetings, Norfolk, VA, April, 1989.

Family Crowding and Psychological Well-Being. Presented at the Southern Sociological Society annual meetings, Norfolk, VA, April, 1989. (With L. Beeghley).


**GRANTS AND CONTRACTS:**


Donnelly, D. *Battered Women and the Social Service System in Georgia*, $5,400 (Summer, 1997) to conduct research. Funded by Georgia State University Department of Sociology.

Donnelly, D. *Battered Women and the Social Service System in Georgia*, $1,000 (Summer, 1997) to conduct research. Funded by Georgia State University Women’s Studies Institute.


Donnelly, D. *Corporal Punishment and the Continuum of Violence*. $2,000 (Summer, 1996) travel grant. Funded by National Data Archive on Child Abuse and Neglect for attendance at the Summer Research Institute at Cornell University, Ithaca, NY.

Donnelly, D. *Racial, Structural and Philosophical Barriers to Domestic Violence Shelter Utilization in the Deep South*, $5,260 (Summer, 1996) to conduct research. Funded by Georgia State University Department of Sociology.

Donnelly, D. *Racial, Structural and Philosophical Barriers to Domestic Violence Shelter Utilization in the Deep South*, $2,000 (Summer, 1995) to conduct research. Georgia State University Women's Studies Institute.

Donnelly, D. National Science Foundation, $2,500 (Summer, 1994) to attend workshop on *Exploratory Data Analysis Using Microcomputers*, San Francisco State University, Summer 1994.

Donnelly, D. *Atlanta Area Professionals Responses to Adult Male Sexual Assault Victims*, $5,000 (Academic Year, 1993-94) to conduct evaluation research. Research Initiation Grant, Georgia State University.

**PROFESSIONAL POSITIONS:**
Associate Professor, Department of Sociology and Women’s Studies Institute, Georgia State University, Atlanta, GA, 2000-Present.

Undergraduate Director, Department of Sociology, Georgia State University, Atlanta, GA, 2000-2004.


Assistant Professor, Department of Sociology and Women's Studies Institute. Georgia State University, Atlanta, GA. 1993-2000.


Assistant Professor (Tenure Track), Division of Social Sciences, Western Oregon State College. 1990-1991.

UNDERGRADUATE COURSES TAUGHT:

GRADUATE COURSES TAUGHT:

PROFESSIONAL AFFILIATIONS:
American Sociological Association
National Council on Family Relations
Society for the Scientific Study of Sex
Association of Black Sociologists
Southern Sociological Society
Women’s Studies Association (U.K./Ireland)
Women on Ireland Network (U.K./Ireland)
PROFESSIONAL SERVICE:


Secretary, Association of Councils, National Council on Family Relations, 1999-2001


Advisory Panel, National Institute on Domestic Violence in the African American Community, 1998-2000

President, Southeastern Council on Family Relations, 1997-1999


Reviewer, *Violence Against Women*, 1995-present


Reviewer, *Journal of Marriage and the Family*, 1993-present

Reviewer, *Sociological Spectrum*, 1990-present

Reviewer, *Social Problems*, 1993-present

Grant Review Committee, Head Start Program, 1996-2000

Secretary, Southeastern Council on Family Relations, 1995-97

Student/New Professional Representative, Southeastern Council on Family Relations, 1994-95
Georgia Department of Public Health, Sexual Assault Program Grant Review Committee, 1995-1998

**DEPARTMENTAL/COLLEGE SERVICE:**
- Sociology Diversity Committee, 2003, 2004
- Sociology Promotion and Tenure Committee, Chair 2002, Member 2003-2004
- Sociology Undergraduate Committee, 1999-present; Chair, 2000-2004
- University Senate, (Sociology) 2000-2002, (Women’s Studies) 2004
- University Committee on Student Life and Development, 2000-2002
- Sociology Teaching/Learning Committee, 1999, 2004
- Sociology Program Committee, 1996-2004
- Sociology Graduate Committee, 1998
- Sociology Family Caucus, Chair, 1996-1999
- Sociology Scheduling Committee, 1995
- Sociology Department Self-Study Team, 1994-95
- Faculty Advisor to Alpha Kappa Delta, 1994
- Women’s Studies Executive Committee, 2001-2002
- Women’s Studies Research Committee, 2003
- Women’s Studies Graduate Committee, 1998-1999
- Women’s Studies Undergraduate Committee, 1998-2000
- Women’s Studies Search Committee, 1998-1999
Sociology Ad-hoc Committee to Establish Specialties, 1993-94

Childcare Study Group, Western Oregon State College, 1990-91

Social Sciences Curriculum Committee, Western Oregon State College, 1990-91

**COMMUNITY SERVICE:**

DeKalb Rape Crisis Center, 2003-present (Volunteer)

Women’s Resource Center to End Domestic Violence, 1999-2000 (Volunteer)

Georgia Task Force on Sexual Assault, 1995-1998 (Chair of Data Collection Sub-Committee, 1996; Member of Steering Committee, 1995-1996)


New Hampshire Task Force on Child Abuse and Neglect, 1992

**REFERENCES:**

Available upon request.
Curriculum Vitae

PAULA L. DRESSEL
Professor of Sociology
Georgia State University
Atlanta, GA 30303-3083
404/651-2285

and

Senior Fellow
Annie E. Casey Foundation
Baltimore, MD 21202
410-223-2909

EDUCATION

Ph.D., University of Georgia, 1977
M.A., University of Georgia, 1974
A.B., University of North Carolina, 1970
A.A., Monticello College for Women, Godfrey, IL, 1968

PROFESSIONAL EXPERIENCE

Teaching

Professor of Sociology, Georgia State University, 1992-present
Associate Professor of Sociology, Georgia State University, 1982-92
Assistant Professor of Sociology, Georgia State University, 1977-82
Assistant Professor of Sociology, Earlham College, 1976-77

Courses Taught: Sociology of Gender, Poverty and Wealth, Oppression and Liberation, Community Planning, Social Gerontology (graduate); Sociology of Gender, Social Problems, Poverty and Welfare (undergraduate).

Administration (Georgia State University)

Associate Provost for Academic Programs, 1994-1997
Associate Dean for Community Partnerships and International Programs, College of Arts & Sciences, 1999-2000
Associate Dean for Social Sciences, College of Arts & Sciences, 1992-1994
Co-Chair, Women's Studies Program, 1987-89
Director of Undergraduate Studies, Department of Sociology, 1980-82
Coordinator, Summer Series on Aging, 1978

Administration (Annie E. Casey Foundation)

Management Committee, 1998-2004
Director of Planning, Research, and Development, 2001-2004
Director of Research and Development, 1998-2000
University System Service (Georgia)

Council on General Education, 1996-present
Advisory Committee on Graduate Work, 1994-1996

University Service (Georgia State University)

SACS Self-Study Steering Committee (Chair), 1997
Data Administration Steering Committee, 1997
Cote D’Ivoire Coordinating Committee, 1994-2000
University Senate, 1994-1997
Chair, Committee on Faculty Women’s Concerns, 1988-90
Presidential Search Advisory Committee, 1988-89
Educational Program Committee, University Self-Study, 1987
Executive Committee, College of Arts & Sciences, 1984-86
Other College Committees: Research (Chair), 1984-86, 1988; Sexual Harassment (Chair), 1984-86; Awards, 1983-85; Graduate Curriculum, 1982-84
Department of Sociology: Executive Committee, 1982-85, 1988; Graduate Committee, 1989; Colloquium Committee, 1985-88, (Chair); Undergraduate Committee, 1977-82, 1986-87

Professional Memberships and Service

American Sociological Association
Society for the Study of Social Problems:
  Board of Directors, 2000-2003
  Member, Budget, Finance, & Audit Committee, 1996-1998
  Co-Chair, Program Committee, 1993-94
  Chair, Division of Sociology and Social Welfare, 1988-90
  Chair, Social Action Award Committee, 1989-90, 2002-03
  Chair, Local Arrangements Committee, 1987-88
Fellow, Gerontological Society of America
Southern Sociological Society
Association of Black Sociologists
Sociologists for Women in Society
Proposal Reviewer, National Science Foundation, Administration on Aging
HONORS AND AWARDS
Selected as a Fellow, Gerontological Society of America, 1996.
Project grant, "Three Generations at Risk," Administration on Aging, OHDS, USDHHS, 1990-92, $74,840, Principal Investigator
Project grant, "Children's Counseling Project," Florence V. Burden Foundation, 1989, $40,000, Consultant
Travel to Collections Grant, National Endowment for the Humanities, 1985, $500
Excellence in Programming Award, Division of Programs for Women, National University Continuing Education Association (with M. Dryden), 1987
Instructional and Research Awards, Georgia State University, 1980-94, $10,000+

PUBLICATIONS
Books, Monographs, Edited Publications
2001-2004 Editor, PRDU Review, Newsletter of the Planning Research, and Development Unit, Annie E. Casey Foundation, Baltimore
1996 Special Issue Editor, "Grandparenting at Century’s End," Generations, Spring.

Articles and Chapters
1992 “Childbearing in prison,” (with S. Barnhill), in B.K. Rothman, Encyclopedia of Childbearing,

PROFESSIONAL PRESENTATIONS
1999-2004  20+ presentations at venues of national foundations, providing state-of-the-art summaries of research on selected topics
1995  "The needs of grandparent caregivers with incarcerated daughters and dependent grandchildren," Gerontological Society of America, Los Angeles, November.
1994  "A gerontological framework for attention to prisons," (with C. Brown), Gerontological Society of America, Atlanta, November.
1991  "The needs of elders with daughters in prison" (with S. Barnhill), presented at Gerontological Society of America, San Francisco, November.
1991  "Three generations at economic risk when daughters go to prison," (with S. Barnhill), presented at Association of Black Sociologists, Cincinnati, August.
1990  "Homosocial reproduction in higher education," (with B. Hartfield and R. Gooley), presented at
Southern Sociological Society, Louisville, August.
1986 "Welfare workers as surplus population," (with M. Sweat and M. Waters), Mid-South Sociological Association, Jackson, Mississippi, October.
1983 Chair of paper session on "Policy research and application," Southern Sociological Society, Atlanta, April.
1982 Chair of panel on "Painful partnerships," Georgia Gerontology Society, Stone Mountain, October.
1981 "Equal time for women: social notes on the male strip show," (with D. Petersen), presented at Southern Sociological Society, Louisville, April.
1980 Chair of paper session "Involvement with the elderly/attitudes toward the elderly/elderly attitudes toward their children," Gerontological Society of America, San Diego, November.
1980 "Equal time for women: gender roles, sexuality, and the male strip show," (with D. Petersen), New York City, August.
1979 Chair of paper session on "Family: roles, relationships, conflicts," Gerontological Society,
1979 Chair of panel session on "The buck: where it's at and how to get it," Georgia Gerontology Society, Athens, October.

1979 "Translating research into action: potential for improving family experiences of the aging," presented at National Council on Family Relations, Boston, August.


1979 "The family's role in supporting older adults," presented at Sixth Annual Conference on Aging, University of Georgia, May.


1975 "Determining needs of older persons through a citizens' goal-setting task force," presented at Georgia Gerontology Society, Atlanta, September.

COMMUNITY SERVICE


Volunteer Advisory Board, United Way of Metropolitan Atlanta, 1995-1997

Kirk W. Elifson  
Professor  
Department of Sociology  
Georgia State University  
Atlanta, Georgia 30303  
June 2004

Telephone:  
Office: (404) 651-1858  
Fax: (404) 651-1712  
E-Mail: sockwe@gsu.edu

Institutions Attended, Dates and Degrees

Knox College  
B.A.  
June, 1965
Vanderbilt University  
M.A.  
June, 1968
Vanderbilt University  
Ph.D.  
May, 1973
University of Michigan  
Visiting Scholar  
1973, 1978

Professional Appointments

Captain, United States Army, Military Intelligence  
1970-1971

Associate Director, African American Research  
Fisk University  
1971-1972

Assistant Professor, Department of Sociology  
Georgia State University  
1972-1977

Associate Professor, Department of Sociology  
Georgia State University  
1977-1993

Director of Graduate Studies, Department of Sociology, Georgia State University  
1977-1980

Chair, Department of Sociology  
Georgia State University  
1986-1995

Professor, Department of Sociology  
Georgia State University  
1994-present
Areas of Specialization

Quantitative Methodology and Statistics
Survey Research
Qualitative Methodology and Analysis
Deviant Behavior (Alcohol and Drug Abuse)
Medical Sociology
HIV and Social Behavior

Courses Taught

Introduction to Sociology
Social Statistics
Research Methodology
Intermediate Sociological Statistics - M.A. level
Research Methodology - M.A. level
Multivariate Data Analysis - Ph.D. level
Advanced Research Methodology - Ph.D. level
Sociology of Religion
Sociology of Religion - Ph.D. level
Medical Sociology
Medical Sociology - Ph.D

Scholarly Presentations (selected since 1994)


Solidarity and Mental Well-Being: Struggles Between Mothers and Daughters. Presented at Politics of Caring IV, Emory University, Atlanta, 1999 (Claire Sterk and Kirk Elifson).

Why We Need to Acknowledge Variation among Crack Users: A Holistic Harm Reduction Approach. Third National Harm Reduction Conference, Miami 2000 (Kirk Elifson and Claire Sterk).


Relationships and Sex: Impact of Exchanging Sex for Crack. @Annual Meeting of the American Public Health Association, Boston 2000 (Claire Sterk, Kirk Elifson, and Danielle German).


Dreams and Despair: Methamphetamine Use and Drug Treatment. @Annual meeting of the American Psychological Association, Atlanta, 2001 (Miriam Boeri, Kirk Elifson, Claire Sterk, and Rachel Kachur).

No Time to Waste: Hepatitis C and Methamphetamine Use. @Annual meeting of the American Psychological Association, Atlanta, 2001 (Rachel Kachur, Laura Lloyd, Kirk Elifson, Miriam Williams Boeri, and Claire Sterk).

Hot Lovin’ or Cold Feet: Methamphetamine Use and Reported Sexual Behavior among Self-Identified Homosexual or Bisexual Men. @Annual meeting of the American Psychological Association, Atlanta, 2001 (Bentley Ponder, Rachel Kachur, Kari Green, Kirk Elifson, and Claire Sterk).

Crossing the Threshold: Initial Heroin Use. @Annual meeting of the American Psychological Association, Atlanta, 2001 (Miriam J. Konrad, Kirk Elifson, Claire Sterk, Miriam Boeri, and Anthony Hatch).

Community Intervention among African-American Female Crack Cocaine Users: HIV and Other Health Concerns. @Annual meeting of the American Psychological Association, Atlanta, 2001 Claire Sterk, Kirk Elifson, and Katherine Theall).

Evaluating Crack Intensity as a Predictor of Sexual Risk Behaviors among Women. @Centers for Disease Control and Prevention Conference, Atlanta, 2001 Danielle German, Kirk Elifson, and Claire Sterk.


Hell, I’m an Addict, But I Ain’t No Junkie: An Ethnographic Analysis of the Heroin Career. @Annual meeting of the American Sociological Association, Chicago, 2002 (Miriam Boeri, Kirk W. Elifson, and Claire E. Sterk).

Perceived Temptation to Use Drugs and Actual Drug Use among Women. @Annual meeting of the American Public Health Association, Philadelphia, 2002 (Hugh Klein, Claire E. Sterk, and Kirk W. Elifson).

Religiosity and HIV Risk Behavior Among Women. @Annual meeting of the American Public Health Association, Philadelphia, 2002 (Kirk W. Elifson, Claire E. Sterk, and Hugh Klein).
**A**HIV Risk Reduction Targeting Women who Inject Drugs: A Randomized Controlled Trial. @ Poster presented at the XIV International AIDS Conference, Barcelona, 2002 (Claire E. Sterk, Katherine P. Theall, and Kirk W. Elifson).


Klein, H., Elifson, K. and Sterk, C. ADepression and HIV risk behavior practices among at risk women. @ Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Klein, H., Elifson, K. and Sterk, C. APredictors of the frequency with which "at risk" women have sex after drinking alcohol. @ Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Boeri, M., Graham, Z., Sterk, C., Elifson, K. ASex, Drugs and Ecstasy: A qualitative comparison of two type of users. ARoundtable at the annual meeting of the American Sociological Association, Atlanta, GA.

Boeri, M., Sterk, C., Elifson, K. AMaturing into drug use: A life course analysis of aging drug users. @ Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Boeri, M., Graham, Z., Elifson, K., Sterk, C. ARecent rave research and health implications: An ethnographic exploration of raves, heavy users of ecstasy, and health related issues. @ Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Sterk, C., Boeri, M. Elifson, K. AThe ecstasy culture: New ethnographic findings on the sex and ecstasy link. @ Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Gentry, Q., Elifson, K. ARough living: A black feminist perspective on how living arrangements place poor black women at risk for HIV infection. @ Paper presentation at the annual meeting of the American Psychological Association, San Francisco.

**Articles**


**Fluctuating Drug Markets and Health Consequences: Findings from an Ethnographic Study Among Female Drug Users,** @*Medical Anthropology* 1999, 18:1-17 (Claire E. Sterk and Kirk W. Elifson).


Letters


Chapters


Books


Grants


Foundation for Child Development, Co-investigator with Claire E. Sterk, "Developing a Multi-Measure Assessment of the Social Ecology of Two Communities in Atlanta." Supplemental monies from Georgia State University, 1994.

U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, Principal Investigator, Atlanta (GA) Drug Use Forecasting Collection, 1996-1997.


National Institute of Health, National Institute on Drug Abuse. Co-Principal Investigator with Claire E. Sterk (Emory University). *Young Adults and Drug Use: Careers and Familial Factors.* (March 2001-February 2005).


National Institute of Health, National Institute on Drug Abuse. Co-Principal Investigator with Claire E. Sterk (Emory University). *Current Smokers: A Phenomenological Inquiry.* (Funding forthcoming.)
RESEARCH AND TEACHING INTERESTS
Race and Ethnic Relations, Urban Sociology, Social Stratification/Inequality

CURRENT POSITION
Associate Professor, Georgia State University 2004-
Assistant Professor, Georgia State University 1997-2003
Jewish Studies, Affiliated Faculty
Women Studies, Affiliated Faculty

EDUCATION
Ph.D. Sociology Temple University, Philadelphia, 1997
M.A. Sociology Temple University, Philadelphia, 1989
B.S. Economics Drexel University, Philadelphia, 1985


PUBLICATIONS


"Redefining Racial Privilege in the United States" Transformations, Volume 8, Number 1, Spring 1997, 28-40.


"White Reconstruction in the University" Socialist Review, #94, 1&2, (special issue
"Arranging Identities: International Constructions of Race, Ethnicity and Nationality), April, 1995, pp. 165-187


Books


Race Relations According to the Dominant Group: Obstacles and Opportunities, New York University Press, under contract.

Book Reviews


"Becoming American, Becoming Ethnic: College Students Explore Their Roots" by Thomas Dublin in Humanity and Society, January 1997.
"Black Wealth/White Wealth" by Melvin Oliver and Thomas Shapiro in *Humanity and Society*, December 1997.

**HONORS/AWARDS**

2002  Michael Harrington Distinguished Teaching Award, National Forum on Poverty and Inequality, Society for the Study of Social Problems (SSSP).

2001  Outstanding Teacher of the Year, College of Arts and Sciences, Georgia State University.

1999  Nominated Honors Program Teaching Award, Georgia State University.

1997  Lloyd E. Warner Outstanding Teacher of the Year, The Colorado College.

1997  Community Service Award, Pikes Peak Urban League.


1993-94  Dissertation Fellowship Completion Award, Temple University.

1993  Outstanding Graduate Student Teaching Award, College of Arts and Science, Temple University.

1992-89  Dean's Fellowship, College of Arts and Sciences, Temple University.

1990  Curriculum Development Grant, Temple University.

1990  Fels Foundation Summer Internship.


**GRANTS**


2000  Summer Writing Grant, Georgia State University, $4200.

1998  Strategic Initiative in African-American Studies, Georgia State University, $2500.

1998  Research Initiation Grant, White Racial Identity: The View From Georgia, Georgia State University, $5000.

1998  Summer Writing Grant, Georgia State University, $4000.

1997-98 Learn and Serve America Faculty Fellow, Clark-Atlanta University, $3000.

1997  Georgia State University, Department of Sociology Research Support, $2000.

INVITED PROFESSIONAL PRESENTATIONS


PROFESSIONAL PRESENTATIONS


Discussant, Multiracial Classification in the United States, American Sociological Society, Atlanta, August 2003.


Critical Race Theory Session Organizer, American Sociological Association, Atlanta, August 2003.


Co-Organizer (with Tom Shapiro) and Presenter, Reproducing Racism in Research: Tales From the Field, American Sociological Association, Washington D. C., August 2000.


Discussant, A Typology of Service Learning Communities: a Tale of Four Institutions Georgia Campus Community Service Association, November, 1999, Dalton State College.

Discussant, Regular Session, Racism in the US and Abroad, American Sociological Association, Chicago, August 1999

Discussant, Regular Session, Qualitative Methodology, American Sociological Association, Chicago, August 1999.


Panel Discussant on Inequality, Southern Sociological Society, Atlanta, April 1998.


"Black Jesus...Black Miss America...You Were Not a Slave": Affirmative Action or How Young Whites Came to View Themselves as Victims of Their Race" regular session, American Sociological Association, Toronto, August 1997.

"Feeling White": From White Invisibility to "Raced" White, regular session, American Sociological Association, Toronto, August 1997.


Skills Mismatch Revisited, American Sociological Association, DC, August 1990.

UNIVERSITY AND DEPARTMENTAL SERVICE

Committee Membership

Faculty Senate 2002-
   Athletics, Commencement, Diversity Committees 2002-2003
   Planning and Development, Enrollment, Traffic Safety, 2003-04
   Campus Climate Study – Gay Attitudes on Campus 2003-2004

Chair, Cultural Diversity Subcommittee 2002
Student Life and Development Committee 2002-
   Provost’s Community Service Learning Initiative, 2001-2002
Race and Urban Studies Concentration Director, 2000-2002
Georgia State University Educational Diversity Advisory Board, 1997-2000
Chair, Ph. D. Theory Exam Committee, 1998, 2000-2001
Teaching and Learning Committee, 1998-2001
Diversity Education Program Advisory Board Member
Chair, Policy and Codes Committee, Diversity Education Program

University/ Community Presentations

Invited Speaker, Ya Gotta Eat Your Spinach, Baby: Assimilation and Associated Health
Risks, Controversies in Cardiology, Fuqua Heart Center, Piedmont Hospital, February 7,
2004.

Invited Speaker, North Atlanta High School, Black History Month Forum, Racial

The Changing Face of America: Immigration as the Engine for Economic Growth,
Invited Speaker, Public Relations Society of America, Atlanta, April 5, 2001.

Invited Speaker, Martin Luther King, Jr. 2001 Service Summit, Modern Forms of Racism
and Discrimination: The Functions of Colorblindness, MLK Center, Atlanta GA, January
2001

Competitive Consumption and Contentment in the Age of Affluence, Invited Keynote

Defining the Common Good: Immigration in American History, Invited Speaker, Masters


Arabs in the American Media, Community Forum on Recent Terror Attacks, Invited Discussant, Spotlight Programs Board and the Office of Diversity Education, Georgia State University, October 23, 2001


Moderator, Spotlights Programs, GSU Affirmative Action Open Forum, Senate Salon October 1999

Speaker, Ethnic Crossroads, Georgia State University, Dialogue on Diversity: Understanding Whiteness in a Multicultural America, April 1999

Organizer, “Dimensions of Sexual Harassment” Conference, April 14, 1999

Linking College to Employment: Georgia State University and Community Service Learning, Douglasville Kiwanis Club, Carol Tech Campus, June 1998.


Race and Whiteness: Implications for Race Relations, Department of Psychology, Georgia State University, June 1999.

Understanding White Privilege and Responsibility: Acceptance, Denial and Indifference, Ethnic Crossroads National Student Conference, Georgia State University, April 9, 1999.


**TEACHING EXPERIENCE**

**Graduate Classes:**
- Urban Sociology
- Contemporary Social Theory
- Seminar in US Race Relations
- Sociology of Racialized Identities
- Social Inequality
- Global Racism
Graduate Proseminar

Undergraduate Classes:
- Racial and Cultural Minorities
- Sociology of Race and Racism
- Racial Inequality
- American Ethnicity
- Urban Sociology
- Sociology of Law
- Intro to Sociology - Large
- Intro to Social Statistics
- Sociology of Whiteness

DIRECTION OF INDIVIDUAL STUDENT WORK

Chair:


Phil Luck, Meat as Ideology: It’s What’s for Dinner, expected Ph.D. completed, May 2003.

Melinda Mills, How Mixed Race Individuals Negotiate Dating Choices.

Brandon Stokes, Latino Immigration to Atlanta: Trends, Patterns and Areas for Future Research.


Becky Johnson, White Progressives at Work: Racial and Political identity, M.A.
completed August, 2000.


Committee Member:

Fiona Pearson, Educational Outcomes of TANF Recipients


Regina Curry, Specialty Project, expected completion, August 2003.

Elizabeth Ruddiman, Protecting Greenspace in Georgia: Part of the Pro-Growth, Anti-Growth or Smart-Growth Machine, Ph.D. Specialty Project, completed 2002.


Regina Curry, “Understanding Mate Selection Among Gays and Lesbians, “ completion date, August 2000.


PROFESSIONAL MEMBERSHIPS

American Sociological Association
Eastern Sociological Society
Society for the Study of Social Problems
Southern Sociological Society

Committee Member, ASA Section on Racial and Ethnic Minorities (SREM) 2003-2006.


ASA DuBois, Johnson, Frazier Award Selection Committee 2003.

Chair, ASA DuBois, Johnson, Frazier Award Selection Committee 2004.

Chair, SSSP/Poverty Forum, Michael Harrington Distinguished Teaching Award Selection, 2003.

Chair, Joe R. Feagin Distinguished Undergraduate Student Paper Award, Section on Racial and Ethnic Minorities, 2004.

REVIEW FOR:

*American Sociological Review*
*Sociological Perspectives*
*Social Problems*
*Sociological Forum*
*Sociological Theory*
*Journal of American Ethnic History*
*Race Gender and Class*
*Social Psychology Quarterly*
*Humanity and Society*

National Science Foundation
REFERENCES

Professor Howard Winant    UC-Santa Barbara
Professor France Winddance Twine  Duke University
Professor Elijah Anderson      U of Pennsylvania
Professor Margaret Andersen   University of Delaware
Professor Eduardo Bonilla-Silva Texas A&M

MEDIA INTERVIEWS

Television Interviews:


CNN National, Class and race Segregation, March 2003


WGLC-TV Clear News, Chain letter hoaxes and e-mails, October 2, 2001

WFAA-TV, New Old South, June 17, 2001.

WGCL-TV, Metro Atlanta is Becoming a Melting Pot


CNN Newsroom, Mexican Migration to Atlanta, September 1999

Newspaper Interviews


The New Jersey Herald News, It’s Not All Black and White: Still Mixed Opinions About Mixed
Marriages, but Times Have Changed, Michelle Garcia, April 20, 2003, p. C1


(AP) Suburbs and City Combine to Make Traffic a Mess, March 5, 2003.


(AP) Spanish Growing As Primary Language, September 17, 2002.


Chicago Tribune, Plan For Islamic Cemetery Makes Waves in Georgia, Dahleleen Glanton, March 6, 2002.

The Atlanta Journal and Constitution, 10% in US Foreign-born: Survey Puts Metro Area at 5%, Janita Poe, February 7, 2002


(AP) and CNN News, College Courses Address Terrorist Attack, The Courier (IL), November 8, 2001.


(AP) Gainesville Times, Hall GA Families Bigger, Younger: Georgia Aged Slightly in the 1990s, June 5, 2001

(AP) Gainesville Times, “White Flight” Still Drives State’s Population Shifts: Middle Class Blacks Also Flock to Suburbs, June 5, 2001

(AP) Atlanta One of the Most Segregated Communities in the Country, 2001.


Creative Loafing, John Rocker Exposing the Region’s Redneck Underbelly, Jennifer Smith, April 29, 2000

Creative Loafing, Whiteness Isn’t Just For Klansmen Anymore, Dan Sadowsky, November 13, 1999.


Sonoma County Independent, Like Whites on Race, January 18, 1999.

Independent on Sunday (London), "White like me," by David Usborne, April 26, 1998, p. 3.


Radio Interviews

WATL Chris Askew Show, Race and the Color Line, December 2002

PRESENT POSITION:
Assistant Professor, Department of Sociology, Georgia State University-
Atlanta

EDUCATION:
Ph.D. in Sociology, University of California, Santa Cruz, June 1998.
Dissertation Title: Islamism and the Quest for Alternative Modernities
Paul Lubeck (Chair), Readers: Edmund Burke, III, and Robert W. Connell.

Paul Lubeck.

Textile Engineering, Polytechnic University, Tehran, 1977-1981 (the issuance
of my degree was denied due to political circumstances).

FIELDS OF EXPERTISE:
• Sociological Theories (Classical and Contemporary) • Globalization
• Sociology of Development • Sociology of Knowledge and Science
• Social Studies of Culture and Religion • Political Sociology
• Comparative Studies of Social Movements

PUBLICATIONS:
Islam and Dissent in Post-Revolutionary Iran: The Religious Politics of Abdolkarim

“From Liberation Theology to State Ideology: Contemporary Conceptions of
Islam in Revolutionary Iran,” International Sociology Vol. 20, no. 1. Winter
2005.

  Entry: Mojtahed-Shabestari, Mohammad
  Entry: Motahhari, Mortaza
  Entry: Shari`ati, `Ali
  Entry: Soroush, `Abd al-Karim


WORKS IN PROGRESS:

Islamism and the Quest for Alternative Modernities, book manuscript.

GRANTS & FELLOWSHIPS:

National Endowment for the Humanities, Summer Stipend Award, 2001.

Research Initiation Grant, 2000-01, Georgia State University.


Peace Scholar Fellowship, United States Institute of Peace, Jennings Randolph Program for International Peace, 1997-98.


Sociology Board Tuition Grant, competitive award for excellence in scholarship, Fall 1992.

University of California Regents Fellowship, tuition and stipend, Fall 1991.

INVITED TALKS AND CONFERENCE PAPERS:


“September 11 in Historical Perspective,” Vernacular Modernities Program & Department of Anthropology, Emory University, October 2001.


“Technological Determinism and Hybrid Muslim Identities,” First International Conference on Social Sciences and Development in Society, Kuwait University, Kuwait City, April 2001.


“Between the Classroom and the Streets: Student Protests in Iran,” Georgia State University, Department of Sociology Lecture Series, March 2000.

“Globalization and the Rise of Islamism,” Middle East Center Lecture Series, Georgia State University December 7, 1999.


“The Iranian Revolution and Western Social Thought,” Center for the Humanities, Wesleyan University, April 1999.


“From Liberation Theology to State Ideology: Modern Conceptions of Islam in Iran, Dr. Ali Shari’ati and Dr. Abdolkarim Soroush,” Middle East History and Theory Conference, the University of Chicago, Center for Middle Eastern Studies, April 1997.


“Rushdie: Cultural Translator or Object of Communal Wrath,” Re-visioning Culture: Transforming Academic Theory and Practice, University of California at Santa Cruz, April 1994.

PROFESSIONAL EXPERIENCE:

Teaching Experience
Sociological Theory–– Classical and Contemporary (undergraduate and graduate level), Georgia State University.
Politics & Power (undergraduate and graduate level), Georgia State University.
Social Movements (graduate seminar), Georgia State University.
Globalization and Its Discontent, Wesleyan University.

Middle East Consultant
Amnesty International USA. I participated in the planning committee for the national campaign against the death penalty, and delivered a series of talks on a tour sponsored by Amnesty International USA, 1989-1991.
Amnesty International Sponsored Talks:


“Violations of Human Rights in Iran”
• Keynote address, Amnesty International USA (AIUSA), Western Regional Annual Conference, San Francisco, February 1989.
• Keynote address, AIUSA General Annual Meeting, Chicago, June 1989.

EXPERT CONSULTATION

Grant and Fellowship Review
National Science Foundation. Grant # 0423118.

Member of the Review Panel, Peace Scholar Dissertation Fellowship, United States Institute of Peace, 2002-03.

Member of the Review Panel, Global Security and Cooperation Fellowship Program (Post-Doctoral Research), Social Science Research Council, 2002-03.

Manuscript Review

Articles:
Social Identities
American Journal of Sociology
International Migration Review
The Sociological Quarterly

Books:
University of Texas Press.
Syracuse University Press.

Human Rights Expert Report
Canadian Immigration and Refugee Board VS. Farzad Faizzadeh, September 2001.


Canadian Immigration and Refugee Board VS. Parviz Saebi, April 2001.
Mass Media

*Odyssey*, Produced by the Chicago Public Radio, special one-hour program on Student Protest, Jul 1, 2003.


Local NBC, CBS, ABC affiliates, 12 news interviews on September 11 and its aftermath.


EXTRACURRICULAR ACTIVITIES:

Radio Program, “Eastern Classics,” one-hour program on the classical music of the Central Asia, Atlanta’s NPR station, WABE.


Managing Editor of *Surviving!*, 1986-1995. *Surviving!* is a bi-monthly journal which addresses the social and psychological aspects of surviving cancer published by the Stanford University Medical Center.

Founding member and a member of the Board of Directors of Iranian Community Center of Northern California, 1986-88 & 92-94.

PROFESSIONAL ASSOCIATIONS:

American Sociological Association
American Academy of Religion
Center for Iranian Research & Analysis
Middle East Studies Association
VITA

Charles L. Jaret

Professor
Department of Sociology
Georgia State University
Atlanta, Georgia 30303

PERSONAL INFORMATION

Residential Address: 1271 Jody Lane
Atlanta, Ga. 30329

Phone: (404) 651-1843 (office)
(404) 633-6114 (home)

E-mail: cjaret@gsu.edu

POSITIONS HELD

Assistant Professor  Department of Sociology  Fall 1975 - Spring 1981
Georgia State University

Associate Professor  Department of Sociology  Fall 1981 - Spring 2001
Georgia State University

Professor  Department of Sociology  Summer 2001 - present

EDUCATIONAL BACKGROUND

Colgate University  1967-1971  B.A. Sociology 1971
University of Chicago  1971-1975  M.A. Sociology 1973
University of Chicago  1975-1977  Ph.D. Sociology 1977

Dissertation: Residential Mobility and Local Jewish Community Organization in Chicago

AREAS OF SPECIALIZATION

Race and Ethnic Relations
Urban Sociology
Immigration

HONORS, FELLOWSHIPS, AND GRANTS
Phi Beta Kappa, Colgate University, 1971.
Research Training Fellowship, Community and Family Study Center, University of Chicago, 1971-1974.
National Foundation for Jewish Culture Grant, for dissertation research, 1974.
Georgia State University Urban Life Center Grant, for the study of community organizations and planning in DeKalb County, GA, 1977-1978.
Georgia State University Dean’s Research Fund Grant, for the study of the contemporary American ethnic press, 1978-1979.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Sociological Association
Southern Sociological Society
Urban Affairs Association
Georgia Sociological Association

COURSES TAUGHT

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
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<tr>
<td>Introduction to Sociology</td>
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PUBLICATIONS

Book


Research Articles and Chapters


Reports and Essays on Urban Issues


Reprints


Book Reviews


PAPERS PRESENTED AT PROFESSIONAL MEETINGS

1977 “The impact of geographic mobility on Jewish community participation: disruptive or supportive?” Presented at the annual meeting of the Southern Sociological Society. Atlanta, Georgia.


1977 “Recent Patterns of Chicago Jewish residential mobility.” Presented at the annual meeting of the American Sociological Association. Chicago, IL.


1979 “Bubbles in my beer revisited: the image of liquor in country music.” Presented at the annual meeting of the Popular Culture Association in the South. Louisville, KY. (coauthor with Lyn Thaxton).


1980 “Hits or just heartaches: qualities of successful and unsuccessful 1980 country songs.” Presented at the annual meeting of the Popular Culture Association in the South. Winston-Salem, NC. (coauthor with Lyn Thaxton).
1981 “An overview of competing explanations of ethnic socioeconomic inequality.” Presented at the annual meeting of the Mid-South Sociological Association. Shreveport, LA.

1981 “Jews and Jewish themes in science fiction.” Presented at the annual meeting of the Popular Culture Association in the South, Mobile, AL.

1982 “Jews and Jewish themes in science fiction: any new developments?” Presented at the annual meeting of the Popular Culture Association in the South, Atlanta, GA.

1982 “Contrasting images of women singers in different types of popular music.” Presented at the annual meetings of the Popular Culture Association in the South, Atlanta, GA.

1983 “Urban community and neighborhood: commonalities in ecological and neo-Marxist perspectives.” Presented at annual meeting of the Southwestern Social Science Association, Houston, TX and at the Southern Sociological Society annual meeting, Atlanta, GA.


1985 “Is Atlanta a ‘Black Mecca?’: Black migration and living conditions in the urban South.” Presented at the annual meeting of the Southern Sociological Society, Charlotte, NC.

1987 “Black-white income inequality and the urban system of the South.” Presented at the annual meeting of the American Sociological Association, Chicago, IL. (Coauthor with Lyn Myers).

1990 “Changing characteristics of American ethnic minorities.” Presented at the annual meeting of the Southern Sociological Society, Louisville, KY.

1990 Panel discussion on “The Underclass.” Presented at Georgia Public Policy and Administration Conference, May 17, Atlanta, GA.

1990 Panel discussion on “West Indians in the United States.” Presented at the Metro Atlanta Caribbean Students Association annual conference, Atlanta, GA.

1991 “It’s only a joke: an analysis of American racial-ethnic humor.” Presented at the annual meeting of the American Sociological Association, Cincinnati, OH.

1992 “Mentoring, job satisfaction, and the legal profession.” Presented at the annual meeting of the Southern Sociological Society, New Orleans, LA. (coauthor with G. Melton Mobley,
Kristin Marsh & Yoon Yong Lim).

1993 Kristen Marsh and Charles Jaret. "Gender as a determinant of income in the legal profession." Presented at the annual meeting of the Southern Sociological Society, Chattanooga, TN.

1993 Charles Jaret. "Controversy and resistance in the use of racial categories and ethnic labels." Presented at the annual meeting of Georgia Sociological Association, Macon, GA.


2001 Ralph LaRossa, Charles Jaret, Malati Gadgil, and G. Robert Wynn. “Gender Disparities in Mother’s Day and Father’s Day Comic Strips: A 55 Year History.” Presented at the annual meeting of the Southern Sociological Society, April 7, Atlanta, GA.

2001 Charles Jaret, Lesley Williams Reid, and Robert M. Adelman. “Black-White Income Inequality and Metropolitan Socioeconomic Structure.” Presented at the annual meeting of the Urban Affairs Association, April 27, Detroit, MI.


2003 Charles Jaret, “Segregation in Atlanta’s Housing Market.” Presented at Plenary Session 1, Clark Atlanta University’s DuBois Institute Annual Spring Conference, April 1, Atlanta, GA.


THESES AND DISSERTATIONS DIRECTED


1993  Kristin Marsh, “Gender as a Determinant of Job Success in the Legal Profession.” (MA Thesis)


1997  Mark A. Brown, “Poverty, Inequality, and Black Homicide.” (M.A. Paper)


OFFICES HELD IN PROFESSIONAL ASSOCIATIONS

1987-1988  Vice President, Georgia Sociological Association
1988-1989 President, Georgia Sociological Association
1989-1993 Director of Graduate Studies, Department of Sociology
1999-2003 Chair, Membership Committee, Southern Sociological Society

OTHER PROFESSIONAL ACTIVITIES

1978 Director, Conference on Community Organizations and Planning in DeKalb County. Urban Life Center, Georgia State University.

1979 Discussant, Session on American Jewish Communities at the annual meeting of the Southern Sociological Society, Atlanta, Georgia.

1979 Session Organizer, Session on Ethnic Literature at the annual meeting of the Popular Culture Association in the South, Louisville, Kentucky.

1982 Local Arrangements Co-chairman, Annual Conference of the Popular Culture Association in the South, Atlanta, Ga.

1984-87 Member, and Co-chair SSS Committee on Racial and Ethnic Minorities.

1988 Organized and chaired session on “The Sociology of the South” for the annual meeting of the American Sociological Assn., Atlanta, GA.

1988 Organized tours of places of sociological interest for the ASA annual meeting in Atlanta.


1993 Organized and chaired session on “Core Concepts and Essential Contributions: Race and Ethnicity” at the annual meeting of the Georgia Sociological Association, Macon, GA.

1994 Discussant in session on “Race, Class, and Inequality,” at annual meeting of American Sociological Association, Los Angeles, CA.

1998 Member, Local Arrangements Committee for the Southern Sociological Society annual meeting; prepared “Self Guided Downtown Atlanta Walk” for SSS participants.

1998 Workshop presentation, “America’s Social-Economic Landscape: The Great Divide” given at Ethnic Crossroads on College Campuses conference, April 9, GSU, Atlanta.

1998 Speech and panel presentation, “Urban Challenges for Extension,” given at the Association of 1890 Extension Administrators conference, June 22, Atlanta, GA.

2000 Organized and chaired session on “Metropolitan Atlanta in the Next Century,” at annual meeting of the Urban Affairs Association, May 5, Los Angeles.
2000 Organized and chaired informal roundtable session on “Social Exclusion and Inclusion in Community Policy and Practice: Great Britain and the United States” at the annual meeting of the American Sociological Association, August 12, Washington DC.

2000 Discussant, colloquium on “Social Affinity and Exclusion,” presented at the Annie Casey Foundation, August 16, Baltimore MD.

2001 Chair, “Community Studies” session at the annual meeting of the Southern Sociological Society, April 7, Atlanta, GA.


2002 Presider, Session on “Historical and Contemporary Studies of the South,” at the annual meeting of the Southern Sociological Society, April 5, Baltimore, MD.

2003 Lecture/presentation at the 10th Summer Institute on Teaching the Holocaust, on “‘Enemies’ of the Volk: How the Nazis Targeted Victims”, at the Weinberg Center for Holocaust Education, William Bremen Jewish Heritage Museum, Atlanta, GA, June 18.

2003 Organizer and presider, Session on “Suburbanization in the South” at the annual meeting of the American Sociological Association, August 19, Atlanta, GA.

2003 Organizer, “Smart Growth in Atlanta Tour,” at the annual meeting of the American Sociological Association, August 18, Atlanta, GA.

2003 Lecture, “Changing Images of Immigration in Political Cartoons,” at Senior University, Mercer College, October 29, Atlanta, GA.

Review of Research Proposals:


Editorial Advisory Board:


Reviewer/Referee of Journals:

Manuscript Review/Consultant for Publishers:


Consultant on Documentaries or Museum Exhibitions:

“War Abroad, Changes at Home,” documentary on social changes in Georgia during World War II (produced by Nancy Lebens, aired on GPTV, August 1994).

“Creating Community: The Jews of Atlanta, 1845-the present,” historical exhibit on Atlanta Jewish community (produced by Jane Leavey, Shirley Brickman, and the Atlanta Jewish Federation, exhibit on display October 1994-Sept 1995 at the Atlanta History Center).

“The Leo Frank Case,” consulted on proposal preparation for an historical exhibit for the William Breman Jewish Heritage Museum.


Consultation with Secondary School Educators or other organizations:


CURRICULUM VITA

Toshi Kii
Department of Sociology
Georgia State University
Atlanta, Georgia 30303
Telephone: (404) 651-1848
Fax: (404) 651-1712
E-mail: tkii@gsu.edu

EDUCATION:

Ph.D. Sociology 1977 University of Minnesota, Minneapolis, Minnesota
M.A. Sociology 1973 University of Minnesota, Minneapolis, Minnesota
B.A. Economics 1966 Sophia University, Tokyo

AREAS OF SPECIALIZATION AND MAJOR INTEREST:

Industrial Sociology; Comparative Culture; Japanese Society; Intercultural Communication

PROFESSIONAL APPOINTMENTS:

Associate Professor, Department of Sociology, Georgia State University, Atlanta, Georgia 1990-present
Director of Graduate Studies, Department of Sociology, Georgia State University, Atlanta, Georgia 1997-present
Organizational Consultant, Du Pont Japan Limited, Tokyo, Japan (On leave from the University) 1989-1990
Associate Professor, Department of Sociology, Georgia State University, Atlanta, Georgia 1982-1989
Assistant Professor, Department of Sociology, Georgia State University, Atlanta, Georgia 1977-1982
Senior Research Associate, Institute for Community Studies, Midwest Council for Social Research on Aging, University of Missouri, Kansas City, Missouri 1976-1977
Instructor, Department of Sociology, University of Minnesota, Minneapolis, Minnesota 1975-1976
Research Associate, Minnesota Systems Research, Inc., University of Minnesota, Minneapolis 1974-1975
Teaching Associate, Department of Sociology, University of Minnesota, Minneapolis 1971-1974
Teaching Assistant, Department of Sociology, University of Minnesota, Minneapolis 1970-1971
COURSES TAUGHT:

Graduate:
  . Cross-cultural Analysis of Management and Organizational Behavior (Soc 890)
  . Industrial Sociology (Soci 8210)
  . Intermediate Social Statistics (Soc 801)
  . Introduction to Social Gerontology (Soc 822)
  . Japanese Culture and Society (Soci 8900)
  . Population Dynamics (Soc 803)
  . Research Methodology (Soci 8020)

Undergraduate:
  . Aging and Society (Soc 422)
  . Aging in Japan (Honors Class)
  . Asian American Experience
  . Contemporary Social Problems (Soc 202)
  . International Sociology (PERS 2001)
  . Internship (Soc 498)
  . Introduction to Social Problems (Soci 1160)
  . Introduction to Sociology (Soc 201)
  . Japanese Management and Organizational Behavior (Soc 390)
  . Population Problems (Soc 309)
  . Social Research Methods (Soci 3020)
  . Social Statistics (Soci 3010)
  . Work and Employment (Soci 3208)

RESEARCH AND RELATED EXPERIENCE:
Principal Investigator: “Japanese Style Feminism,” Dept. of Sociology, Georgia State University 1/1999-present

Co-investigator: "Organizational Culture and Diversity in USPS,"
funded by the district USPS, Atlanta 2/1995-9/1995


Principal Investigator: "Comparative Managerial Philosophies between the U.S. and Japan," funded by the Arts and Sciences, Georgia State University Summer 1986


Principal Investigator: "Job Satisfaction and Morale Among American Workers Under Japanese Management," funded by the College of Urban Life, Georgia State University 7/1981-6/1982

Co-investigator: "City Image and Service," funded by Bureau of Planning, City of Atlanta, Georgia 7/1979-1/1980

Principal Investigator: "Mathematical Formulas for Estimating Target Populations"
Under the Title III Programs in Georgia,” funded by the Georgia
Department of Human Resources, Atlanta, Georgia 9/1979-1/1980

PUBLICATIONS:

Book Chapters:
"Asian Perspective: The Bar Is High Enough," in Robert Lattimer,
Managing Diversity for Strategic and Competitive Advantage,
Doubleday. (Forthcoming)
"Cross-cultural Studies of Management and Organizational Behavior,"
in W.David Kingery (ed.), Japanese/American Technological
"Retirement in Japan," in J.Myles and J.Quadagno (eds.), States, Labor Markets,
"Retirement in Japan," in K. S. Markides and C. L. Cooper (eds.),
Retirement in Industrial Societies London: John Wiley and Sons. 1987
"Indices for the Aging Populations," Chapter 10 in D. J. Mangen and
W. A. Peterson (eds.), Handbook of Research Instruments in
Social Gerontology, Minneapolis: University of Minnesota Press. 1984
"Demographic Characteristics of the Older Population Chapter 11 in
D. J. Mangen and W. A. Peterson, (eds), Handbook of Research
Instruments in Social Gerontology, Minneapolis: University of
Minnesota Press. 1984
"Geographic Mobility," Chapter 12 in D. J. Mangen and W. A. Peterson, (eds.),
Handbook of Research Instruments in Social Gerontology. Minneapolis:
University of Minnesota Press. 1984

Articles:
“Job Satisfaction Among Japanese and American Managers: Addressing
Problems of Measurement” (with H. Foster). American Society of Business and
"Cross-cultural Analysis of Job Satisfaction: American and Japanese Managers"
(with Howard Foster). Under revision and resubmission to Work and
Occupations. 1998
"Japanese and American Communication Styles," The Society for Intercultural
(in Japanese) 1990
"Process Consultation," The Society for Intercultural Education, Training


"The Demography of Aging," Senior Volunteerism, Southern Gerontological Society, Georgia State University, Atlanta, GA., pp. 11-15, 1981


Books:


Book Reviews:


The Japanese Factory by Rodney Clark (Yale University Press, 1979), reviewed in STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT, Vol. XVI, (Summer), No.2: 89-92, 1981

Translation (into Japanese):
Public Documents:
"Mathematical Formulas for Estimating Target Populations under the Title III Programs," Final Report to the Georgia Department of Human Resources, Atlanta, GA 1980

Other Publications:
"Diary of a Fishing Freak (Tsuri-Baka Nisshi)" (with Greg Tenhover), Introduction to Chapter 2, Bringing Home the Sushi: An Inside Look at Japanese Business Through Japanese Comics, Atlanta:Mangajin, Inc. pp. 41-42. 1995

PRESENTATIONS AT PROFESSIONAL MEETINGS:
“Depopulation and Pronatalism: Case of Japan” (with Lesley Reid), Annual Southern Sociological Society Meeting, New Orleans, April 2003
“Job Satisfaction and Organizational Commitment and Their Relationship to Work Role Identity,” Annual Southern Sociological Society Meeting, Atlanta, April, 2001
“Impact of Foreign Aid on Quality of Life in Developing Nations: Myth or Reality,” Annual Southern Sociological Society Meeting, Atlanta, April, 2001
“A Comparative Analysis of Job Satisfaction between Americans and Japanese Managers,” Annual Southern Sociological Society Meeting, New Orleans, April, 2000
“Race and Gender Differential toward Job Satisfaction and Organizational Commitment,” Annual Southern Sociological Society Meeting, Nashville, April, 1999
“Postmodern Feminism and the Welfare of Elderly Women in Japan,” International Congress of Gerontology Meeting, Adelaide, Australia,
August, 1997

“Cross-cultural Comparison of Job Commitment: American and Japanese Managers” (with Howard Foster), Annual American Sociological Association Meeting, Toronto, August, 1997

“Feminism: Choices of Role and Identity in Postmodern Japan,” the Couch-Stone Symposium on Postmodern Culture, Global Capitalism, and Democratic Action, The University of Maryland, April, 1997

“Feminism: Japanese Style” (with Sharron Montgomery), Annual Southern Sociological Society Meeting, New Orleans, L.A. April, 1997

“Race, Gender, and Identity Salience toward Organizational Commitment” (with Paula Dressel and Michael Hodge), Annual Southern Sociological Society Meeting, New Orleans, April, 1997

"Race and Gender Differentials in Organizational Commitment and Job Satisfaction," Annual Southern Sociological Society Meeting, Richmond, VA, April, 1996


"Social Costs of Hospitalization in the U.S. and Japan," (Cecilia Cantrell and Toshi Kii), American Society on Aging, Atlanta, Mar., 1995

"Measuring Diversity in Organizations" (with H. Foster), The Morehouse Research Institute's Sixth Annual Conference, Atlanta, April, 1994

"Social Costs of Hospitalization among the Aged in Japan," (Toshi Kii, Cecilia Cantrell, and Howard Foster), Gerontological Society of America, Atlanta, Nov., 1994

"Cross Cultural Communications Between Japanese and American Employees, Personnel Management at Japanese Affiliate Firms in the United States, sponsored by U.S.-Japan Institute, JETRO Atlanta, and Beebe Institute of Personnel and Employment Relations, Atlanta, Feb., 1993


"Ethnicity and Aging: A Pacific/Asian Perspective paper presented at the annual meeting of the Midwest Sociological Association, St. Louis. April, 1985


"Dependent Personality Among Japanese Elderly" (with D. H. Henderson), Gerontological Society of America Annual Meeting, Toronto, November, 1981


"Modernization Theories on Aging: A Critical Examination Using
the Japanese Case," The XIIth International Congress of Gerontology Meetings, Hamburg, Germany July, 1981
"Age Extension of Labor Force Participation in Japan as a Result of the Continued Low Birth Rate," Southern Sociological Society Annual Meetings, Louisville, April, 1981
"Factors Affecting the Japanese Elderly's Living Arrangements and Their Implications for Research in Japanese American Aging," Southern Sociological Society Annual Meetings, Atlanta, April, 1979
"A New Index for Measuring Demographic Aging," Gerontological Society Annual Meeting, Dallas, November, 1978
"Recent Extension of Retirement Age in Japan," Gerontological Society Annual Meeting, San Francisco, November, 1977
"Attitudes of the Japanese Elderly Toward Living with Offspring," Midwest Sociological Society Annual Meeting, Minneapolis, April, 1977
"Policy for the Aged and Social Demographic Changes in Japan," Midwest Council for Social Research in Aging, Kansas City, September, 1976

SESSIONS SERVED AS DISCUSSANT OR CHAIR AT PROFESSIONAL MEETINGS:
Chair, "Comparative, Demographic and Health Studies," the Annual Meeting of the Gerontological Society of America, Chicago 1/1986

Session Chair, "Social Pathology and Aging," The XIth International
INVITATIONS TO SPEAK OR LECTURE AT INSTITUTIONS:

Lecturer, “Japanese Style Feminism,” The Asian Studies Curriculum Enhancement Program, Georgia College and State University, Milledgeville, GA, March 17, 2000

Speaker, “Comparative Organizational Behavior—American and Japanese,” Japan External Trade Organization, Atlanta, GA, June 10, 2000


Speaker, "Comparative Communication Styles: Americans and Japanese," Oglethorpe University, Atlanta, October, 10, 1995

Speaker, "Japanese Society and Culture," Columbus College, Columbus, GA, June 25, 1995


Plenary Speaker, "Ba, Ma, Wa," Georgia Association of International Educators, Callaway Garden, GA 2/1995

Organizer, "Symposium on Diversity in Corporate America," Georgia State University, Atlanta, GA Nov. 14, 1994

Speaker, "The Interface of Business and Culture," The Georgia Tech Center for International Business Education and Research and the Regent's Global Center, Atlanta, GA April 15, 1994

Lecturer, "Job Satisfaction Differences in Japanese and American Workers," Clayton College, Morrow, GA May 10, 1994

Lecturer, "Cross-cultural Communication in Global Market," Art Institute of Atlanta, Atlanta, GA 8/1993

Speaker, "Racial/Ethnic Perspectives for Multicultural Curriculum, Atlanta, GA 4/1993

Lecturer, "Japanese Management," Art Institute of Atlanta, Atlanta, GA 3/1993

Lecturer, the Georgia Independent School Association Teacher Conference, Pace Academy, Atlanta, GA 11/1991


Speaker, "Importance of Cross-cultural Understanding," West Georgia College, Carrollton, GA 6/1988


Speaker, "The World as Taught by Other Countries," at the Southeastern Conference on International Education, Atlanta, GA. 5/1986

Lecturer, "Ningen-Kankei in America," Business and Society in America, College of Business Administration Georgia State University, Atlanta, 7/1985


Lecturer, "Organizational Behavior in America," Ryukoku University, Kyoto, Japan 8/1984

Lecturer, "Comparative Management and Organizational Behavior," Business and Society in America, College of Business Administration, Georgia State University 6/1984

Speaker, "Japanese and American Workers," at the 7th Annual Conference on Collective Bargaining, Atlanta, GA. 5/1983

Lecturer, "Comparative Management Systems: U.S. and Japan," Middle Management Institute, Office of Personnel Management, Atlanta, GA. 12/1982

Speaker, "Labor Management Committees, Quality Circles, Participative Management: Panaceas?" at the Arbitration Day in Atlanta, American Arbitration Association, Atlanta, GA. 11/1982

Speaker (and Conference Organizer), "Japanese Business and Industry in Georgia," Georgia State University. 7/1982

Lecturer, "Asian American Aging," Atlanta University, Atlanta, GA. 7/1982

Speaker, "Tomorrow's Workforce, Management and Aging Seminar, co-sponsored by Georgia State University's Gerontology Center and Industrial Relations Institute, Atlanta, GA. 11/1981

Lecturer (with Gene Groff), "Productivity, Management and Aging Seminar, Sponsored by Georgia State University's Gerontology Center and Industrial Relations Institute, Atlanta, GA. 11/1981

Lecturer, Annual Meetings of the Southern Gerontological Society, Atlanta, Georgia. Session: Demography and Aging 2/1981

Speaker, Annual Meetings of the Southern Gerontological Society, Atlanta, Georgia Session: Minority Aging 2/1981

Lecturer, "Curriculum in Minority Aging," Conference-Workshop at the CASE Center for Gerontological Studies, Graduate School, City University of New York, co-sponsored by the New York City Department for the Aging and the National Center on Black Aged, New York. 3/1979

Lecturer, "Cross-cultural Aspects of Aging," Summer Series in Aging, Gerontology Center, Georgia State University 7/1979

Lecturer, "Minorities and Aging," Summer Series in Aging, Gerontology Center, Georgia State University 8/1979

Lecturer, "The Role of the Elderly in Society: Views from Other Countries," Atlanta Urban Corps Seminar, Georgia State University 8/1978

Lecturer, "Aging Population and Policy," Department of Sociology, University of Kansas, Lawrence, Kansas 3/1977
Lecturer, "Aging in Japan," Department of Sociology, University of Missouri, Columbia, Missouri 2/1977

CONSULTATION:

Public Sector:
Georgia Department of Human Resources, Aging Section, Atlanta, Georgia 9/1979-1/1980
Tennessee Department of Human Resources, Aging Section, Nashville, Tennessee 12/1979
Administration on Aging, Washington, D.C. 9-12/1979

Private Sector:
Cendant Intercultural, the Bennett Group, Chicago 3/1995-present
Towers Perrin, Atlanta, Georgia 1/1991-12/1996
Nissan Motor USA 5/1995
Toyota Manufacturing Co. 5/1994-4/1995
Shimizu USA, Atlanta, Georgia 5/1994
Bennett and Associates, Chicago, Illinois 12/1993
Oki Telecom, Duluth, Georgia 10/1993
Hitachi Chemical, Tokyo, Japan 7-9/1992
ConAgra, Omaha, Nebraska 8/1988

ADMINISTRATIVE SERVICES:
Director, Graduate Studies, Department of Sociology, Georgia State University 1/1997-present
Member, Graduate Council, College of Arts & Sciences, GSU 1/1997-present
Member, Recruitment Committee, Dept. of Sociology, GSU 10/1999-8/2000
Member, Executive Committee, Department of Sociology, Georgia State University 1-12/1996
Director, Undergraduate Studies Program, Department of Sociology, Georgia State University 1/1985-12/1988; 6/1993-12/1996
Director, Program for the Social and Cultural Change, Department of Sociology, Georgia State University 9/1993-12/1994
Member, Graduate Faculty of the College of Arts and Sciences, Georgia State University 9/1979-present
Member, Self Study Committee, Department of Sociology, Georgia State University, 7/1994-3/1995
Member, C.V. Starr International Chair Search Committee, College of Business Administration, Georgia State University 9/1992-5/1993
Member, Enhancing Diversity Subcommittee, University-wide, Georgia State University 3/1991-6/1992
Member, Executive Search Committee for the Chair of the Department of Management, College of Business Administration, Georgia State University 1/1991-6/1991
Member, Fulbright Campus Evaluation Committee, Georgia State University 9/1985-3/1986
Member, Academic Affairs Committee, University Senate, Georgia State University 3/1983-12/1988
Member, Executive Committee, Productivity Center, Georgia State University 5/1982-3/1989
Member, Athletic Committee, Georgia State University 3/1982-2/1983
Member, Executive Committee, Gerontology Center, Georgia State University 5/1982-6/1983
Member, University Senate, Georgia State University 3/1982-12/1988
Member, Gerontology Center Faculty, Georgia State University 9/1978-12/1988
Member, Faculty of the College of Urban Life Georgia State University 9/1978-6/1981
Undergraduate Curriculum Committee, Department of Sociology, Georgia State University 9/1980-8/1984
Research Committee Member, Southern Gerontological Society 10/1979-9/1983
Curriculum Committee Member, Gerontology Center, Georgia State University 5/1979-6/1982

OTHER PROFESSIONAL ACTIVITIES:
Publication Referee, International Sociology. 2000
Conference organizer, "Diversity in Corporate America," Georgia State University, Atlanta, GA. 11/1994
Member, Provost Advisory Board on Japan Studies Program, Spellman College, Atlanta, GA 10/1993-10/1994
Member, W.T Beebe Institute of Personnel and Employment Relations, College of Business Administration, Georgia State University 9/1986-1995
Associate professor (Joint Appointment), Institute of Industrial Relations, Georgia State University 9/1981-3/1989
Associate Editor, Journal of Minority Aging 3/1979-6/1983
Publication Referee, Sociological Forum 4/1991-present
Manuscript Reviewer, Holt, Reinhart and Winston. 11/1984
Manuscript Reviewer, East-West Population Institute, East-West Center, Honolulu, Hawaii 4/1981
Manuscript Reviewer, St. Martin's Press, New York 11/1979

AWARDS:

Instructional Development, Building a Computer Lab in Sociology, Georgia State University, Atlanta 1997
Alumni Award, Georgia State University Foundation, Atlanta 1984
Outstanding Teaching Award, The Inter-sorority Council of Georgia State University, Atlanta 1983
McMillan Fellowship, Grant for Dissertation Research, Graduate School, University of Minnesota, Minneapolis 1975-1976
Predoctoral Fellowship, Midwest Council for Social Research in Aging, Kansas City, Missouri (Funded by NICHD, Washington, D.C.) 1974-1975
Tuition Scholarship, University of Wisconsin 1966-1968

COMMUNITY SERVICE:

Speaker, “Inter-cultural Communication,” JETRO, Atlanta, GA 3/4/99
Program Committee member, Japan-America Society of Georgia, Atlanta, GA 1/1998-present
Program Organizer, "Student Dialogue on the U.S.-Japan Relations,"  
Japan-America Society of Georgia at Mercer University, Atlanta, GA 10/1995
Member, Atlanta-Fukuoka Sister City Friendship Committee, 4/1994-present
Chair, Political & Public Affairs Committee, Japan-America Society of Georgia, Atlanta, GA 9/1992-9/1994
Member, Education Committee, Japan-America Society of Georgia, Atlanta, GA 9/1992-present
Keynote Speaker, "Diversity in Corporate America: Asian Americans,"  
at the Asian American Heritage Month, AT & T, Atlanta, GA 5/1993
Interview, National Public Radio on Japanese Management, 9 & 10/1993
Speech, "Diversity and Ethnicity," Japanese American Citizen's League,  
Atlanta, GA 10/1993
Speaker, Dekalb Rotary Club, Atlanta 7/1991
Speaker, Naval Reserve Center, Atlanta 7/1991
Speaker, "Globalization through Cross-cultural Understanding,"  
at the World Trade Club, Atlanta 10/1990
Speaker, "Industrial Structure and Women's Participation in Small Business  
in the U.S. and Japan," at the Women's Chamber of Commerce, Atlanta 10/1990
Speaker, "Globalism and Cross-cultural Training," at Tokyo Chamber  
of Commerce, Tokyo 7/1990
Principal Speaker, "Georgia-Japan: A Partnership for Economic Growth,"  
 at Coastal Georgia Center, Savannah 6/1988
Speaker, "Japanese Managers and U.S. Employees: Bridging the Culture Gap,"  
 Executive Forum, Atlanta 8/1988
Speaker, "Aging in Japan," Clairmont Baptist Church, Atlanta 5/1988
Speaker, "Japanese and American Communication Styles," at the Japanese  
business and culture seminar, sponsored by Georgia Power Company  
and Newnan-Coweta Chamber of Commerce, Newnan, Georgia 1/1987
Keynote Speaker, "Cultural Factors in Marketing in Japan," "Kiwani's Club,  
Emory University, Atlanta 2/1986
Lecturer, "Harmony in the Japanese Organizations," at the High Museum, Atlanta 4/1986
Lecturer, "Japanese Culture and Personality," at the High Museum, Atlanta,  
Georgia 9/1985
Chairman, Cultural Affairs Committee, The Japan-American Society of Georgia,  
Atlanta, Georgia 9/1985-12/1988
Speaker, "Theory Z of Management--Does it work?" at the 54th  
 International Turfgrass Conference & Show, Atlanta, GA. 4/1983
Speaker, "Myths and Realities of Japanese Management," Fort Rucker  
Management Program, Atlanta, GA. 6/1982
Guest Lecturer," Japanese Management and Quality Circle," Executive Seminar,  
Office of Personnel Management United States of America, Atlanta, GA 5/1982
Guest Speaker, "American View of Japanese Industry," at the Georgia Shokokai  
(Japanese Trade and Industry Association of Georgia), Atlanta, Georgia 1/1982
Guest Lecturer, "The Sociology of Japanese Management," Executive Seminar,  
Office of Personnel Management, United States of America, Atlanta, GA 1/1982
Guest Lecturer, "Japanese Management: Can It Work in the U.S.?
Executive Seminar, Office of Personnel Management, United States of
America, Atlanta, GA 1/1982
Workshop Leader, "Cultural Traditions vs. Family Evaluation," sponsored by
Feminist Action Alliance and Georgia State University, Atlanta, Georgia 11/1981
Evaluation of Seminar on Aging sponsored by Life Enrichment Services, Inc.
at Oak Grove United Methodist Church, Atlanta, Georgia 3/1980
Led workshop on Aging and Ethnicity sponsored by Life Enrichment Services,
Inc. Oak Grove United Methodist Church, Atlanta, Georgia 4/1979
Interview, WGST Radio, Atlanta, Georgia, "Aging and Modernization"
Evaluation of Seminar on Aging sponsored by Life Enrichment Services, Inc.
at Oak Grove United Methodist Church, Atlanta, Georgia 5/1978

MEMBERSHIPS:

American Sociological Association
Georgia Sociological Association
Industrial Relations Research Association
Pi Gamma Mu (International Honor Society in Social Science)
Population Reference Bureau, Inc.
Society for Intercultural Education, Training and Research
Southern Center for International Studies
Southern Sociological Society
Jung Ha Kim, Ph.D.

Department of Sociology
Georgia State University
Atlanta, GA 30303
404-651-1847 (Voice mail)
404-651-1712 (Fax)

Education

Ph.D., Sociology, Georgia State University, 1993.

Areas of Research Interests and Teaching

Religion and Society, Social Stratification, Gender Studies, Asian American Experiences, Racial and Ethnic Relations, Immigration, and Social Theories.

Awards and Research Grants (selected)

2003 Summer: The Annie E, Casey Foundation Fund via the Gerontology Center at GSU
2001 Summer: The Louisville Institute Summer Research Grant
2000 Summer: The Coolidge (Summer) Fellowship at Columbia University, the Association for Religion & Intellectual Life;
a research project commissioned and funded by the United Methodist Church, USA
1998-1999: The Wabash Center for Teaching and Learning Grant for “Teaching Religion and Gender from Asian American Perspectives”
1997-1999: Member of the Lilly Endowment Research Project, “Religion and Community”;

Teaching Experiences (selected)

1996 - Present Lecturer, Department of Sociology, Georgia State University.
1994 - 1996 Instructor, Department of Sociology, Georgia State University.
Summer 1996 Visiting Professor, Summer Institute of Women's Studies and Theology, the United Theological Seminary in the Twin Cities, Minneapolis, MN.
Summer 1995 Visiting Professor, Wesley Theological Seminary, Washington, D.C.
1993 - 1994 Instructor, Department of Sociology, Georgia State University.
Summer 1991 Visiting Professor / Summer Program Director, The Summer Project for Studying Asian American Religions, The Christian Academy of N.Y., N.Y.
Fall 1989 Lecturer, History of Asian-American Religion, Atlanta School of Theology, GA.
Fall 1989 Lecturer, Feminism for Asian American Women, Emory University.
Summer 1989 Lecturer, Introduction to Feminist Theology, the Korean-American Bible Academy, Atlanta, GA.
Summer 1988 Program Coordinator and Instructor, The "Head Start Program for Korean American
Publications: Books and articles (selected)


*Bridge-makers and Cross-bearers: Korean-American Women and the Church*, Academy Series of the
CV, Jung Ha Kim.


Publications: Essays, Articles, and Newspaper Series (selected)


"A Report on the SAPS (Substance Abuse Prevention Services): A Research Project of the Department
CV, Jung Ha Kim.


"Victims of Misogyny : A Critique of 'the Last Temptation of Christ',' The Sae-Gae Ilbo (The World News), September 1, 1988.


Selected Paper Presentations


“The Status of Asian American Clergywomen in Protestant Churches, USA” a paper presentation at the “The Pulpit and Pews” research project meeting, funded by the Lilly Endowment, March 2, 2003.

A Special Forum on the Committee on the Racial Minority in Profession, at the annual meetings of the American Academy of Religion, November, 22-26, 2002


“Cartography of Faith Communities in Korean America” at the annual meetings of the American Academy of religion, Boston, November 22, 1999.

“The State of Korean American Christianity in the U.S.: Community, Identity, and Culture,” a response paper for the joint session of the Asian North American religions, Culture and Society and the Korean Religion group at the annual meeting of the American Academy of Religion, Boston, November 22, 1999,

“Practicing Christianity in Confucian Communities in the U.S.” invited by the Lilly Endowment Project Team at the Harvard University Club, September 26, 1998.

“Claims of the Paradigm Shifts in the Asian American Religions from 1992-1998,” invited by the Asian
CV, Jung Ha Kim.


"Closing the Gap: the Political Economy of the 'Recent' Immigrants" at the annual student conference sponsored by the Multicultural Resource Center, Oberlin College, Feb. 18 - March 1, 1997.


CV, Jung Ha Kim.


"Toward a Multicultural Sociology: Incorporating Race, Class and Gender into the Curriculum," a workshop at the Georgia Sociological Society Meeting, October 24-27, 1990.


Professional Experience

Advisory Board member of the National Organization of Korean American Coalition, 2003-present.
Coordinator of the U.S. Minority Sector of the Ecumenical Association of Third World Theologians, 2002-present.
Vice-chair of the Board of Directors, Center for Pan Asian Community Services, Inc, 2002-present.
Steering Committee member, Women and Religion Section of the American Academy of Religion, 2001-2002
Co-founder of RICE (Research and Information Center for Empowerment), 2000.
Chair of the Research Committee, RICE, 2001-present
Chair of the Community Outreach and Service, Department of Sociology at Georgia State University, 1999-present.
Mentor for the Women of Color in Higher Education Committee, The United Methodist Church, 1997-present.
CV, Jung Ha Kim.

Faculty Advisory member of the Pacific Asian and North American Asian Women in Ministry, 1997-present.
Member of the Lilly Endowment’s Theology and Community Project, 1997-1999.
Member of the Committee on Minority Issues, the Pan Asian Community Center in the Greater Atlanta, Inc., 1966-present
Member of the Board of Directors, the Atlanta Prevention Connection, 1995-1997.
Member of the Roundtable: Minority Theologians in the United Methodist Church, 1994-1996.
Vice-president of the National Association of Korean-Americans, 1994-1996.
Consultant for the project "Religious Diversity" sponsored by the Carter Center, 1994-1995.
Member of the Board of Directors, the Korean American Community Center, 1993-1996.
Co-chair of the Asian American Consultation on Religions, Culture and Society at the American Academy of Religion, 1993-1996.
Consultant for the project, "the Study of Congregation of New Immigrant Groups" through the Office of Social Science Research, funded by the Lilly Endowment, 1993-1994.
Assistant Director of the Korean-American Community Service Center, 1992-1994.
Advisory Committee Member of Asian and Asian American Women in Theology and Ministry, sponsored by PACTS (the Pacific and Asian American Center for Theology and Strategies), 1992.
Member of the Editorial Board, Korean Diaspora (quarterly periodical), 1988-1991
Volunteer of the 'Council of Battered Women' in Atlanta, Georgia, 1988-1990.
June 1, 2004

Ralph LaRossa

Professor
Department of Sociology
Georgia State University
Atlanta, GA 30303-3083
(404) 651-1836
socrel@panther.gsu.edu

EDUCATION

B.S. St. Peter’s College 1964-1968
   Major: Sociology; Minor: Philosophy
   Major: Sociology; Minor: Psychology
Ph.D. University of New Hampshire 1972-1975
   Major: Sociology; Minor: Psychology

ACADEMIC APPOINTMENTS

Graduate Assistant, Department of Sociology
   University of New Hampshire 1972-1975
Assistant Professor, Department of Sociology
   Georgia State University 1975-1981
Associate Professor, Department of Sociology
   Georgia State University 1981-1990
Professor, Department of Sociology
   Georgia State University 1990-present

ADMINISTRATIVE APPOINTMENTS

Graduate Director, Department of Sociology
   Georgia State University 1986-1988
Chair, Department of Sociology
   Georgia State University 1995-1998

AREAS OF SPECIALIZATION

Family
Gender
Theory
   Fatherhood
   Culture and Cognition
   Qualitative and Historical Methods
COURSES TAUGHT

<table>
<thead>
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<th>Undergraduate Courses</th>
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<td>Family Violence</td>
<td>Parents and Children</td>
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<td>Birth and Parenthood</td>
<td>Transition to Parenthood</td>
</tr>
</tbody>
</table>

PUBLICATIONS

Books, Monographs, and Edited Volumes


5. Ralph LaRossa, guest editor. *Journal of Contemporary Ethnography*, Volume 17, Number 3, October 1988. Special Issue devoted to “Qualitative Family Research.”


Books, Monographs, and Edited Volumes Under Contract


Journal Articles, Book Chapters, and Encyclopedia Entries


**Selected Other Published Contributions**


**Published Data Sets (Software)**

1. Ralph LaRossa. “Parenthood in Early Twentieth Century America Project (PETCAP), 1900-1944” [Data collected for National Science Foundation Grant SES-8812583]. Inter-university Consortium for Political and Social Research, a branch of the Institute for Social Research at the University of Michigan [ICPSR Study Number 6876], 1997.

**Book Reviews**


**GRANTS AND CONTRACTS**


PRESENTATIONS AT PROFESSIONAL MEETINGS


37. Ralph LaRossa and Donald C. Reitzes. “Father Involvement in Middle Class Families Prior to and During the Great Depression,” American Sociological Association, 1992.


SESSIONS ORGANIZED AT PROFESSIONAL MEETINGS

1. “Gender Roles in Family Development” (Thematic Session organized at the invitation of the President of the American Sociological Association), American Sociological Association, 1983.


8. “Men in Families” (Focus Group Organizational Meeting), National Council on Family Relations, 1993. (Organized with William J. Doherty.)


14. “Perspectives on Father Involvement” (Panel--Members of Vice-President Al Gore’s Father to Father Board of Directors), National Council on Family Relations, 1997.


SESSIONS SERVED AS PRESIDER OR CHAIR AT PROFESSIONAL MEETINGS


SESSIONS SERVED AS DISCUSSANT AT PROFESSIONAL MEETINGS


OFFICES IN PROFESSIONAL ORGANIZATIONS

1. Member, Board of Directors, Georgia Council on Family Relations, 1979-1981
11. Member, Distinguished Service to Families Award Committee, Family Section, American Sociological Association, 1998.


17. Member, Best Student Paper Committee, Culture Section, American Sociological Association, 2001.


20. Member, Distinguished Award Committee, Children and Youth Section, American Sociological Association, 2003.

EDITORIAL POSITIONS


GRANT AND MANUSCRIPT REVIEWS

Granting Agencies

National Science Foundation  
Economic and Social Research Council (United Kingdom)
Journals

American Journal of Sociology
American Studies
Developmental Psychology
Deviant Behavior
Family and Consumer Science Research
Family Relations
Human Organization
Journal of Comparative Family Studies
Journal of Contemporary Ethnography
Journal of Family Issues
Journal of Marriage and Family
Journal of Sex Research
J. of Soc. and Personal Relations
Marriage and Family Review
Men and Masculinities
Personal Relationships
Qualitative Sociology
Social Problems
Sociological Perspective
Sociological Spectrum
Symbolic Interaction
Teaching Sociology

SERVICE TO THE COLLEGE OF ARTS AND SCIENCES AND TO THE UNIVERSITY

College of Arts and Sciences Advisory Committee on Promotion and Tenure, 1994, 2000-2003
College of Arts and Sciences Distinguished Professor Award Committee, 1988, 1989
College of Arts and Sciences Executive Committee, 2003-2004.
College of Arts and Sciences Grievance Committee, 1993-1994, 1994-1995
College of Arts and Sciences Petitions Committee, 1992-1993, 1993-1994 (Chair)
College of Arts and Sciences Professional Education Council, 1996-1998
College of Arts and Sciences Sexual Harassment Policy Committee, 1988
College of Education, Professional Education Faculty, 1995-1998
GSU Center on Head Start Quality, Research Advisory Board, 1996-2000
University Senate Faculty Affairs Committee, 2003-2004.
University Senate Faculty Affairs Subcommittee on Part-Time Faculty, 1999-2000
University Senate Faculty Affairs Subcommittee on Non-Tenure Track Faculty, 2000-2004
University Senate Faculty Affairs Subcommittee on Student Evaluations, 2003-2004
University Senate Student Life and Development Committee, 2000-2003
University Senate Commencement Committee, 2000-2002
University Senate Library Advisory Committee, 2002-2004
University Academic Program Review Committee, 2003-2004
University-wide Faculty Awards Selection Committee, 2001
Vice President’s Research Initiation Grant Review Committee, 1994
SERVICE TO THE SOCIOLOGY DEPARTMENT

Major Standing Committees

Colloquium Committee, 2001, 2002
Faculty Advisor to Alpha Kappa Delta (Sociology Honor Society), 1977, 1978
Family and Life Course Area Committee, 1999-Fall (Chair), 2000 (Chair), 2001 (Chair),
2002 (Chair)
Library Committee, 2004
Scheduling Committee (pre-Program/Scheduling Committee), 1985, 1986, 1990, 1993
Program/Scheduling Committee, (ex officio as Department Chair) 1996, 1997, 1998; (as
Undergraduate Committee, 1976-1977

Major Ad Hoc Committees

Chair Selection Committee, 1999 (Chair)
Clinical Sociology Report Committee, 1983 (Chair)
Curriculum Committee for the Family and Community Service Program, 1977-1978,
Curriculum Committee for the Development of the Ph.D. Program, 1977-1978, 1978-
1979, 1979-1980
Direction of Graduate Program (DOGP) Report Committee, 1986 (Chair)
Enrollment Task Force (ETF) Report Committee, 1978 (Chair)
Pronotion and Tenure Committee, 1988, 1990 (Chair), 1991 (Chair), 1993, 1999 (Chair)
(Note: Prior to 1988, the Departmental Executive Committee voted on P&T)
Program for Social and Cultural Change Development Committee, 1992 (Chair)
Program for the Study of Social and Cultural Change Implementation Committee, 1994,
1995-Spring (Chair)
Project 2000 Committee (Long Range Planning Committee), 1994 (Chair)
Program Evaluation (Self Study) Committee, 1994-1995 (Chair), 2004-2005 (Chair)
Self Study Committee on Student Performance, 1976

*****************************************************************************
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Georgia State University
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Fax: 404/651-1712
Email: socrsn@langate.gsu.edu

Education
Ph.D. The Pennsylvania State University
2001 University Park, PA 16802
Majors: Sociology and Demography

M.A. Arizona State University
1996 Tempe, Arizona 85287
Major: Sociology

B.S. Boston University
1992 Boston, Massachusetts 02215
Major: Journalism
Minor: Sociology

Work Experience
2001 - Assistant Professor, Department of Sociology, Georgia State University.


1999 Statistical Consultant, Sociology Department, Pennsylvania State University.

1997 – 99 Graduate Lecturer, Sociology Department, Pennsylvania State University.

1996 Research Assistant, National Immunization Program, Centers for Disease Control and Prevention, Atlanta, GA.
1994 - 95  **Research and Teaching Assistant**, Sociology Department, Arizona State University.

**Honors and Awards**

2002-2003  Summer Research Support, Department of Sociology, Georgia State University.


1995 - 98  National Science Foundation Fellowship.


1995  Voted Outstanding Teaching Assistant, Arizona State University.

1992  National Collegiate Minority Leadership Award.

1991  Case Scholarship, Outstanding Junior, Boston University.

1991  Recognized as a “Point of Light” in association with Partners in Learning, presented by President George Bush.

1988 - 92  National Achievement Scholarship.

**Publications**


**Work in Progress**

Norwood, Romney S.  “Healthy Choices: The Intersection of Race, Income and Health.” Under review.


Norwood, Romney S.  “What Does the Typical American Know about Popular Black Culture.”
Manuscript in progress.

**Papers Presented**


Norwood, Romney S. *Patterns in Health Protective Behavior Among African Americans*. Presented at the annual meeting of the Association of Black Sociologists, New York, NY, August 1996.

**Professional Associations**

American Sociological Association  
Association of Black Sociologists 
Population Association of America
Other Professional Activities

2003 Discussant at the DuBois Institute: Housing Issues and the African American Community, “Affordable Housing in Metropolitan Cities: An Examination of Conventional Public Housing, Housing Choice, and Private Housing.” April 1, 2003 in Atlanta, Georgia.

2003 Discussant at the Funders Meet the Critics: A Focus on Social Networks Symposium, “Social Networks Matter: Social Relationships as Resources for Low-Income Families and Communities.” August 14, 2003 in Atlanta, Georgia.


Community Education and Service

2003-04 Recruitment Committee, Department of Sociology, Georgia State University.

2003 Executive Committee, Department of Sociology, Georgia State University.

2003 Teaching Committee, Department of Sociology, Georgia State University.

2002-03 Community Outreach Committee, Department of Sociology, Georgia State University.

2002-03 Colloquium Committee, Department of Sociology, Georgia State University.

2003 Member of the Food Guide committee for the annual meeting of the American Sociological Association, August 17-21, 2003.

2002 Diversity Committee, Department of Sociology, Georgia State University.

2002 Member of the local planning committee for annual meeting of the Population Association of America, Atlanta, GA, May 2002.

1999 – 00 Secretary, Black Graduate Student Association, Pennsylvania State University.

1998 – 00 Tutor, Albright Bethune United Methodist Church Thursday Night School Program, State College, PA.

1997 – 98 Graduate Student Chair of the Travel Committee, Sociology Department, Pennsylvania State University.

1997 – 98 Graduate Student Association Representative, Pennsylvania State University.
LESLEY WILLIAMS REID

Georgia State University
Department of Sociology
University Plaza
Atlanta, Georgia 30303-3083

Email: lesleyreid@gsu.edu
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Office: (404) 651-1850
Fax: (404) 651-1712

EDUCATION


CURRENT POSITION
Assistant Professor
Georgia State University

AREAS OF SPECIALIZATION
Urban sociology, criminology, stratification, statistics, and research methods.

PUBLICATIONS
Books

Journal Articles


**Other Publications**


**Manuscripts Under Review**


“Low Quality Employment Concentration and Crime: An Examination of Metropolitan Labor Markets.” Harald E. Weiss and Lesley Williams Reid. Under revision for invited resubmission to *Sociological Perspectives*.


**Work In Progress**


Kirkwood: A Community History. A community oral history project. Funded by the Georgia Humanities Council.

PRESENTATIONS


“Race and Inequality in Black’s The Behavior of Law.” Lesley Williams Reid. 1998. A paper presented at the annual meeting of the Mid-South Sociological Association, Lafayette, LA.


RESEARCH GRANTS
“Evaluating Levels of Student Violence and Drug Use in West Central Georgia.” Jim Ainsworth, Lesley Williams Reid and Eric Stewart. 2003. $12,000. West Central Georgia Practice Improvement Collaborative, Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (Grant number 6UD1TI12671.)

Public Program Grant, Georgia Humanities Council. 2003. $5000. (Grant number 2000-125G.)

Georgia State University Sociology Summer Research Grant. 2003.

Departmental Research Support Award, Georgia State University. 2002. $1000.

Georgia State University Sociology Summer Research Grant. 2001.


HONORS, AWARDS AND OTHER FUNDED ACTIVITIES
Workshop Participant, Inter-university Consortium for Political and Social Research Summer Program in Quantitative Methods of Social Research Workshop on the Census 2000. Funded by the Census Bureau and the Department of Sociology, Georgia State University. 2002.

Writing Across the Curriculum Faculty Course Development Grant. Georgia State University. 2001. $2000.


Program Scholar, Inter-university Consortium for Political and Social Research Summer Program in Quantitative Methods of Social Research. 1998.

Graduate Student of the Year Award. Department of Sociology, Tulane University. 1998.


**TEACHING EXPERIENCE**

2000-2004 Georgia State University:

- Crime and Punishment
- Introductory Sociology
- Social Inequality (Graduate Level)
- Social Research Methods
- Social Statistics
- Wealth, Power and Inequality
- Work and Occupations (Graduate Level)

Directed Readings/Research Practicum:

- Social Inequality and Intervention
- Crime and Communities
- Strain, Anomie and Crime
- Presidential Scholar Mentoring
- Summer Internship
1997-1999  Tulane University:
Wealth, Power and Inequality

1995-1997  Teaching Assistant.  Tulane University:
Poverty, Race and Inequality in New Orleans; Environmental Sociology;
Introduction to Research Methods; Wealth, Power, and Inequality; Introduction to
Sociology; and Sociology of the Family.

1993-1995  Special Education Teacher, Jennings High School, Jennings, LA.  Taught as a
member of the Teach For America national teachers’ corps, under the Americorps
program.

SERVICE
University Service
        Center for Neighborhood and Metropolitan Studies.

2002-present  Member.  Center for Neighborhood and Metropolitan Studies.

2002   Chair Triennial Evaluation Committee
        Invited Panelist.  Writing Across the Curriculum workshop.
        Invited Panelist.  “Careers in Education – Teaching and Beyond.”  Georgia State
        University, Career and Job Search Services.

2001-2002  Faculty Advisor of ClubTFA.
        GSU Alumni Recruiter for Teach For America.

1997-1998  Graduate Student Representative, Student Affairs Committee of the University
          Senate.  Tulane University.


1995-1997  Sociology Representative, Graduate Student Association.  Tulane University.

Departmental Service
2004-present  Sociology Club Faculty Advisor

2003-present  Department of Sociology’s Self Study Committee

2002-present  Teaching Committee
        Technology Committee

2002   Executive Committee

2001-present  MA Exam Committee
Graduate Committee

2001 Development Committee
AKD/Sociology Club Committee

Steering Committee Member, Race in Academia Lecture Series. Funded by the Tulane University Center for Scholars. Tulane University.

1997-1998 Social Sciences Student Representative, Graduate Council. Tulane University.
President, Sociology Graduate Student Association. Tulane University.

Professional Service

2003 Presider, Session on Gentrification in the South. Annual meeting of the American Sociological Association, Atlanta, GA.
Presider, Session on Economic Restructuring and its Impact on Urban America. Annual meeting of the American Sociological Association, Atlanta, GA.
Local Arrangements Committee, Society for the Study of Social Problems.

2002 Presider, Session on Death and Dying. Annual meeting of the Southern Sociological Society, Baltimore, MD.


1997-1999 Managing Editor, Social Science Research.

Reviewer For:
National Science Foundation
Work and Occupations
Social Science Research
Prentice Hall
Wadsworth/Thompson Learning
A.B. Longman
McGraw-Hill

Memberships:
American Sociological Association
American Society of Criminology
Southern Sociological Society
Community Service

2004-present  Representative. Atlanta Public Schools Principal Selection Community Panel. Served in an advisory capacity to APS in hiring the principal for Toomer Elementary.
Teach For America/Broad Foundation School Board Shadowing Program. Worked one-on-one with active APS School Board member.

2003-present  Member, Kirkwood School Coalition. Conducted a survey of over 150 neighborhood residents assessing needs of and attitudes toward local elementary school.

2002-present  Chair, Kirkwood History Committee. Through community collaboration, conducted oral history interviews of residents of transitional neighborhood. Created website to make interview videotapes and transcripts available to the public.
PERSONAL INFORMATION

Date of Birth: July 24, 1949
Place of Birth: Chicago, Illinois
Home Address: 1214 Cumberland Road
Atlanta, Georgia 30306
Telephone: Office: (404) 651-1844
Home: (404) 872-6905

EDUCATION

B.A. Sociology, Beloit College 1971
M.A. Sociology, Indiana University 1973
Ph.D. Sociology, Indiana University 1977
Dissertation: The College Student Role/Identity: Processes and Consequences

AREAS OF SPECIALIZATION

Aging, Adult Socialization,
Community and Community Organization
Social Psychology, Symbolic Interaction Theory, Self Concept
Urban Sociology, Urban Social Psychology

PROFESSIONAL AFFILIATIONS

American Sociological Association
Gerontological Society of America
Society for the Study of Symbolic Interaction
Southern Sociological Association

AWARDS AND HONORS

B.A., cum laude, Phi Beta Kappa 1971
Georgia State University Alumni Award 1980-1987
Reuben Hill Award presented by the Research and Theory
Section of the National Council on Family Relations for the
best family article of the past year  1985
Fellow, Gerontological Society of America  1999

GRANTS

Doctoral Student Grant-in-Aid of Research, Indiana University  1976
Dean's Ad Hoc Committee on Faculty Research,
Georgia State University  1978
Urban Life Grant, College of Urban Life, Georgia
State University ($10,000)  1979
National Science Foundation Travel Grant  1984
Georgia State University Research Grant  1987
Georgia State University Travel Grant  1988
National Institute on Aging, Principal Investigator, RO1-AG07410,
National Institute on Aging, RO1-AG07410, Minority Supplement,
($245,000)  1992-1997
Georgia State University Research Enhancement Grant, Principal
Investigator, “Family and Life Course,”  ($144,000);
renewed ($144,000)  2000-2003
National Institute on Aging, RO3-AG18957, Principal Investigator,

PERSONAL EXPERIENCE

Academic

Teaching Assistant, Department of Sociology, Indiana University  1971-1972
Assistant Instructor, Department of Sociology, Indiana University  1974-1977
Assistant Professor, Department of Sociology, Georgia State University  1977-1982
Associate Professor, Department of Sociology, Georgia State University  1982-1991
Professor, Department of Sociology, Georgia State University  1991-present

Administration

Graduate Director, Department of Sociology, Georgia State University  1982-1986
Research Coordinator, Office of the Vice President for Research and
Information Technology, Georgia State University  1993-1995
Associate Vice President for Research and Sponsored Programs,
Georgia State University  1996-1999
Chair, Department of Sociology, Georgia State University  1999-present
Research and Service

Project Socio-Economic Analyst, School of Public and Environmental Affairs, Indiana University 1976
Project Director, Urban Images of Atlanta, GSU 1979-1980
Consultant, Southern Arts Federation 1980
Consultant, City of Atlanta Bureau of Planning 1980
Consultant, Georgia Council for the Arts and Humanities 1981
Consultant, Atlanta Public Schools 1983
Consultant, EDC/Pickering 1994
Consultant, WABE-FM 90 1996
Consultant, Collaborative Center for Child Well-Being 1999-2000

Proposal Reviewer

National Institute on Aging (Small Business Innovation Research Study Section) 1995, 1996
National Institute on Aging (Human Development and Aging-2 Study Section) 1996
National Institute of Mental Health (Special Emphasis Panel for the Minority Research Infrastructure Support Program) 2003
Israel Science Foundation 2001

Institutional Self-Study Reviewer

Member, University of Louisville Reaffirmation Committee, Southern Association of Colleges and Schools 1997
Member, Florida International University Reaffirmation Committee, Southern Association of Colleges and Schools 2000

Service to Professional Association and Professional Journal

Secretary-Treasurer, Social Psychology Section, American Sociological Association 1998-2001
Member, Editorial Board of Social Forces 1998-2002
Member, Editorial Board of Social Psychology Quarterly 2001-2004
Member, Program Committee for Aging and Life Course Section, American Sociological Association 2002-2003

Journal Referee (since 1998)

Ageing International 2004
Academy of Management Journal 1999, 2000
American Sociological Review 1996-2002
Gerontologist 1997-2000
International Journal of Aging and Human Development 2003
PUBLICATIONS

Books

[Reviewed in Contemporary Sociology 18 (1), 46-47 (1989)].

Articles and Chapters


Recipient of the 1985 Reuben Hill Award presented by the Research and Theory Section of the National Council on Family Relations (1985).


Teaching


Book Review


**PROFESSIONAL CONFERENCE ACTIVITIES**

**Papers Presented**


36. "Father Involvement in Middle-Class Families Prior to and During the Great Depression," (Family Ties Session), American Sociological Association, Pittsburgh, PA (with Ralph LaRossa). August 1992.


58. “Marital Status and Health Among Working Men and Women,” (Behavioral and Social Science Poster Session), Gerontological Society of America, Los Angeles, CA (with Elizabeth Mutran and Maria Erlinda Fernandez). November 1995.


63. “Variations in Depression by Minority Status and Gender: a Prospective Study,” (Psychopathology and Aging Poster Session), Gerontological Society of America, Washington, DC (with Elizabeth Mutran and Maria Erlinda Fernandez). November 1996.


70. “The Relative Importance of Race and Other Social Identities in Work, Home, and Neighborhood Settings for Blacks, Whites, and Multiracial Americans,” (Context and Social


Other Assignments at Professional Meetings

1. Discussant, Personality and Social Structure Session, American Sociological Association Boston, Massachusetts. August 1979


3. Organizer, Research Roundtables, Georgia Sociological Association, Savannah, Georgia. October 1982


5. Organizer (with Ralph LaRossa), Social Values and Commitment Session, Southern Sociological Society, Atlanta, Georgia. April 1987


8. Tour Leader, Downtown Atlanta Walking Tour, American Sociological Association, Atlanta, Georgia. August 1988


UNIVERSITY ACTIVITIES

Courses Taught

Undergraduate:

Collective Behavior
Identity, Self, and Social Interaction (and Honors section)
Introduction to Social Problems
Introductory Sociology (and Honors section, Freshmen Learning Community section)
Small Groups
Metropolitan Atlanta
Urban Sociology

Graduate:

Adult Socialization
Metropolitan Atlanta
Social Psychology
Urban Sociology

Committee Assignments at Georgia State University (since 1998)

Sociology Department

Member, Ph.D. Qualifying Exam, Theory Chair-1998, 1999,2000-present
Chair, Department of Sociology 1999-present
Co-Chair, Development Committee 1999-present

College of Arts and Sciences

Member, Promotions and Tenure Board 1999
Member, Chairs Council 1999-present
Member, Information Systems and Technology Committee 2003

University

Member, Gerontology Faculty 1996-1999-2001-present
Member, University Senate 1988-2005
Member, Senate Committee on Research 1988-present, Chair-
2002-present
Member, GSU Research Initiation Grant Review Committee 2000
Member, GSU Research Program Enhancement Grant Review Committee 2000
Member, Senate Nominations Committee 2002-present; Chair-
2002-2003
Co-Chair, Senate Subcommittee on Internal Grants 1994-1999
Member, Senate Subcommittee on Research Infrastructure 1996-2001
Chair, Human Resources Assessment Subcommittee 1997-1999
Member, School of Nursing Faculty Recruitment Committee 1999
Chair, SACS Graduate Programs/Faculty Subcommittees 1996-1998
Member, Strategic Planning Subcommittee of the Research Committee 1996-1998
Member, College of Health and Human Science Post-Tenure Review Committee 1998,1999
Member, Review of Research Administration Committee 1997-1998
Member, Faculty Development Grants Committee 1998
Member, Senate Committee on Academic Programs and Continuing Education 1998-present
Member, Senate APACE, Undergraduate Council 1998-present
Member, Advisory Committee on the GSU Urban Portfolio Project 1998-1999
Member, Atlanta Prejudice Awareness Summit Advisory Group 1999
Member, The Atlanta Project Task Force 1999
Member, College of Health and Human Science Pre-Tenure Review Committee 2000
Member, Faculty Ad Hoc Committee for the Evaluation of the President 2001
Member, Senate Committee on Information Systems and Technology 2001-2002
Member, Student Technology Fee Subcommittee 2001, 2002
Member, University Strategic Planning Subcommittee 2001-2002
Member, Senate Committee of Chairs 2002-present
Member, Faculty Ad Hoc Committee for the Evaluation of the Vice-President for Research 2003
Chair, Senate Research Committee’s Center Review Subcommittee 2003-present
Chair, General Education Assessment Subcommittee of APACE 2004
Chair, ASUR Review of Office of Institutional Research Subcommittee 2004
Member, Provost’s Academic Program Evaluation Committee 2004
Member, Senate Self-Study Subcommittee of Statutes & Bylaws 2004
Member, Gerontology Institute Academic Program Review Committee 2004

University System

Member, Work Group on Benefits for Graduate Assistants 1998-1999
Member, Administrative Committee on Graduate Work 1998-1999
Curriculum Vitae
Elisabeth Sheff

Georgia State University
Department of Sociology
P O Box
Atlanta, GA  30302-5020
Fax (404) 651-1712
esheff@gsu.edu

Current Position
Georgia State University    Assistant Professor

Education
University of Colorado    Doctorate, 2004

Dissertation  Relationship Frontiers: Polyamorous Subcultures in the United States
Advisor    Patricia Adler

California State University, Sonoma    BA, Cum Laude, 1994

Specialty Areas:  Sexuality, Family, Gender, Deviance, Sociological Theory (Classical and Contemporary), Qualitative Methods

Courses Taught

Lower Division Courses
Analyzing Society (Introduction to Sociology)  Sociology /Women’s Studies
Sociological Theory  Sociology /Women’s Studies
Sex, Gender & Society (Introduction to Gender Studies)  Sociology /Women’s Studies
The Social Construction of Sexuality

Upper Division Courses
Survey Research Methods  Sociology / Women’s Studies
Marriage & Family  Sociology / Women’s Studies
Topics in Sex & Gender (Advanced Gender Studies)  Sociology / Women’s Studies

Additional Teaching Areas:  Introductory Sociology, Communities, Applied Sociology, Social Problems

Teaching Portfolio Available Upon Request
Publications

Peer Reviewed Journals

2004 Nielsen, Joyce; Marschke, Robyn; Sheff, Elisabeth; and Rankin, Patricia. "Vital Variables, Feminist Consciousness, and Insider/Outsider Status in Interaction Research: Confessions from a Feminist Empiricist Project" SIGNS: A Journal of Women in Culture and Society, Forthcoming


Book Reviews


Awards

2004 First Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Family Division

2003 Betsy Moen “Walk the Talk” Award for Feminist Research, Activism, and Teaching, University of Colorado, Feminist Scholars in Sociology

2002 First Place, Graduate Student Paper Competition, Society for the Study of Social Problems, Sexual Behavior, Politics, and Communities Division

1999 Beverly Sears Dean Small Grant, University of Colorado

Presentations at Professional Meetings

2003 Have Your Jake and Edith, Too: Bisexual Polyamorous Women and Desire, Society for the Study of Social Problems Annual Meeting, August, Atlanta, GA


2003 Polyamorous Community Lingo: Symbolic Interactionist View of Evolving Language, Sociology in Progress, March, Boulder, CO

2002 Unruly Women, American Sociological Association, Annual Meeting, August, Chicago, IL

2002 Implications of Online Community for Polyamorous Practitioners, American Sociological Association, August, Chicago, IL

2002 The Changing Family in the United States, Symposium on Current Issues at the United Methodist Church, May, Boulder, CO

2001  *Postmodern Polyamorous Families*, American Sociological Association, Annual Meeting, August, Anaheim, CA
1999  *Bisexual Identity*, Interdisciplinary Feminist Symposium, Annual Meeting, January, Boulder, CO
1998  *In Defense of Same Sex Marriage*, Interdisciplinary Feminist Symposium, Annual Meeting, February, Boulder, CO

**Invited Lectures**

- *The History of Childbirth and Re-emergence of Homebirth in the United States* presented to Marriage and Family or Gender courses
- *Deconstructing the Binary: Bisexual Identity* presented to Gender and Sexuality courses
- *Eating Disorders, Compulsive Exercise, and Acceptance: Evolution of Body Image* presented to Gender and Sexuality courses
- *Polyamorous Families* presented to Marriage and Family or Deviance courses
- *The Trajectory of Feminist Theory* Presented to Theory, Gender, and Philosophy courses

**Selected Research Experience**

- (December 2002 – December 2003) National Science Foundation Advance Grant and University of Colorado, Boulder. Assisted the Leadership Education Advancement and Promotion (LEAP) project by collecting data on pay equity, writing and distributing climate survey, annotating bibliographies, and writing reports on our findings.
- (June 1997 – December 1998) National Renewable Energy Laboratory and University of Colorado, Boulder. Assisted a pilot study in which I interviewed utility customers regarding grid-tied rooftop photovoltaic systems, designed the code-book, and coded the interviews. We then created and distributed a questionnaire, and I managed the resulting data.

**University Service**

2002-2003  Advisory Board Member, Leadership Education for Advancement and Promotion, University of Colorado
1999-2002  Advisory Board Member, Women’s Resource Center, University of Colorado
Professional Service


2002 Discussant and Presider, New Directions in Sociology Roundtable, American Sociological Association Annual Meeting, August, Chicago, IL


Other Professional Experience

1994-1996 Social Worker in Ukiah, CA
- Job Coach for Mayacama Industries, assisting developmentally disabled adults find and maintain employment.
- Transitional Specialist for the County of Mendocino Department of Mental Health, assisting a caseload of mentally ill adults leaving county mental health facilities to find and maintain independent housing.
- Resource Manager for Community Resources for Independence, managing the resource division of a disability services center focused on assisting people with varied disabilities to live independently.

Affiliations

1996-2004 American Sociological Association
2001-2004 Society for Women in Sociology
2001-2004 Society for the Study of Social Problems
1996-2003 Feminist Scholars in Sociology, University of Colorado

References

- Dr. Patricia Adler
  Advisor, Chair of Dissertation Committee
  Professor, Department of Sociology
  UCB 327, Ketchum 219
  University of Colorado, Boulder
  80309
  303-492-1177
• Dr. Leslie Irvine  
Member of Dissertation Committee  
Associate Professor, University of Colorado  
UCB 275, Old Main  
University of Colorado, Boulder  
80309  
303-492-8571  

• Dr. Ann Jannette Rosga  
Advisor, Member of Dissertation Committee  
Assistant Professor, Department of Sociology  
UCB 327, Ketchum 219  
University of Colorado, Boulder  
80309  
303-735-2389
WENDY SIMONDS

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Georgia State University
Atlanta, GA 30303
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fax: (404) 651-1712

Home: 1464 N. Morningside Dr.
Atlanta, GA 30306
(404) 875-0093
email:wsimonds@gsu.edu

ACADEMIC APPOINTMENTS

Georgia State University
2002 - present  Associate Professor, Department of Sociology.

1998 - 2002  Assistant Professor, Department of Sociology.
1996 - 1998  Visiting Assistant Professor, Department of Sociology.

Emory University
1995-1996  Visiting Assistant Professor, Institute of the Liberal Arts.
1994-1995  Assistant Director, Institute of the Liberal Arts.
1990-1994  Visiting Assistant Professor, Department of Sociology and
Institute for Women's Studies.

Courses Taught
Undergraduate:  Introduction to Sociology; Introduction to American Studies; Introduction to
Women's Studies; Sociology of the Family; Birth and Parenthood; The Politics of Identity; Racial and
Cultural Minority Relations; Sexual Identity; Social Inequality in the United States; Social Problems;
Social Statistics; Sociological Theory; Sociology of Culture; Sociology of Education; Sociology of Gender.

Graduate:  Birth and Parenthood; Body Politics; Feminist Theory; Gender, Community, and Alienation
in American Culture; Sociological Theory I (Classical Theory); Sociology of Culture; Sociology of Gender;
Sociology of Sexuality; Women and American Popular Culture; Television and Critical Theory.

EDUCATION
1990  Ph.D.  City University of New York, Graduate Center, Department of Sociology.  Concentration
in Women's Studies.

1984  B.A.  University of Pennsylvania.  Degree awarded cum laude in Design of the Environment,
with a minor in Art History.
SCHOLARSHIP

Books


Articles and Book Chapters


**Book Reviews, Review Essays, and Short Essays**


**Presentations**


2003. Special session panel participant, “Moving up the Ladder in the Academy: Perils and Prospects for Tenure and Promotion.” American Sociological Association (ASA) annual meeting, Atlanta, August.


2002. “Midwifery through the Lens of Social Science,” half-day workshop. (Presented with Barbara Katz Rothman and Robbie Davis-Floyd.) American College of Nurse Midwives annual meeting, Atlanta, May.


1998. “Feminism, Anti-Feminism, and Family Texts.” Teaching and Learning Committee Colloquium, Department of Sociology, Georgia State University. May.


1997. “Creative Teaching Strategies.” Teaching and Learning Committee Colloquium, Department of Sociology, Georgia State University. July.


SERVICE

COLLEGE OF ARTS & SCIENCES, GEORGIA STATE UNIVERSITY
2003 – present Petitions Committee chair.

2002 – 2003 Petitions Committee member.

DEPARTMENT OF SOCIOLOGY, GEORGIA STATE UNIVERSITY
2003 – 2004 Faculty Recruitment Committee Co-Chair.

2002 – 2003 Faculty Recruitment Committee member.


2002 Interim Director of Undergraduate Studies.

2001 – 2003 Graduate Committee member, Department of Sociology, GSU.

2000 – present Gender and Sexuality specialty area co-director.


1998 – present Sociopath (departmental newsletter) editor.

2003, 1999 Executive Committee member.

1998 Promotion and Tenure Manual Revision Committee member.

1998 Ph.D. Theory Exam Committee chair/member.

1997 – present Library Committee chair.

1997 – present Colloquia Committee member.

1996 – 1999 Teaching and Learning Committee member.

1996 – present Family and the Life Course Caucus; and Social Conflict and Inequality Caucus member.


2004 - present Undergraduate Committee member.

1996 – 1998

WOMEN’S STUDIES INSTITUTE, GEORGIA STATE UNIVERSITY
2002 – present Graduate Committee member.

2001 – 2002 Undergraduate Committee chair.

1998 – 1999 Undergraduate Committee member.

EMORY UNIVERSITY

1994 – 1995 Graduate and Admissions Committee member, Institute of the Liberal Arts.


1994 – 1995 Undergraduate Committee member.
1992 – 1996 Women’s Studies Undergraduate Curriculum Committee member.

1989 – 1990 Women’s Studies Faculty Committee member.

**CITY UNIVERSITY OF NEW YORK**

1984 – 1989 Women’s Studies Curriculum Committee member, Graduate Center.

1987 – 1989 Women’s Studies Committee member, Queens College.

**PROFESSIONAL ORGANIZATIONS**

2004 – 2005 C. Wright Mills Award Committee Chair, Society for the Study of Social Problems (SSSP).

2003 - 2004 C. Wright Mills Award Committee Chair-Elect, SSSP.

2003 Nominations Committee member, Sociologists for Women in Society (SWS).


2003 Social Action Award selection Committee member, SSSP.


2000 – 2001 Sex and Gender Section Book Award Committee member, ASA.

2000 – 2001 Health and Health Policy Section Graduate Student Paper Award Committee chair, SSSP.

1999 – present *Social Problems* Advisory Board member.

1999 – 2000 Health and Health Policy Section Graduate Student Paper Award Committee member, SSSP.

1999 – present Mentorship program participant, SWS.


1999 – 2000, 1998 C. Wright Mills Award Committee member, SSSP.

1997 – 1998 Program Committee Co-Chair and Local Arrangements Committee member, SWS Winter meeting.

1996 Founding member, SWS Georgia Chapter.

1995 – 1998 Mentorship Award Committee Chair, SWS.

1996 – 1998 Membership Award Committee, SSSP.

1993 – 1994 Program Co-Chair, SSSP 1994 annual meeting.

1993 – 1994 Nominations Committee, SWS.

1987 Local Arrangements Committee, SSSP annual meeting.
**Organizational memberships:**
Southern Sociological Society (2004 – present)
American Sociological Association (1988 - present)
Midwives' Alliance of North America (1999 - present)
Society for the Study of Social Problems (1989 - present)
Sociologists for Women in Society (1987 - present)
Sociologists for Women in Society - Georgia chapter (1996 - present)

**Manuscript reviewer/grant application referee for:**
JAMWA (Journal of the American Medical Women’s Association);
Feminist Studies; Gender and Society; Greenwood Press; Guilford Press; Health: An Interdisciplinary Journal for the Social Study of Health, Illness, and Medicine; Masculinities; Mayfield Publishing Company; National Science Foundation; Oxford University Press; Rutgers University Press; Sex Roles; Science, Technology and Human Values; Social Forces; Social Problems; Social Science & Medicine; The Sociological Quarterly, Symbolic Interaction; Wadsworth; The Wellcome Trust.
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<th>Year</th>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>2004</td>
<td>Professional Leave, spring semester.</td>
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<td>2003</td>
<td>Departmental research funding, (Department of Sociology, GSU), $5100.</td>
<td>$5100</td>
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<tr>
<td>2000 - 2001</td>
<td>Departmental research funding, travel and equipment, $1,000.</td>
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<td>2000</td>
<td>Departmental summer research funding. $4600.</td>
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<td>Research Initiation Grant, GSU. “Midwifery in the United States.” $5,000.</td>
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<tr>
<td>1999</td>
<td>Departmental summer research funding. $4400.</td>
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<td>Departmental research funding, equipment. $2,000.</td>
<td>$2,000</td>
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<td>1999</td>
<td>Departmental research funding, travel and equipment. $1,650.</td>
<td>$1,650</td>
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<td>1995 – 1996</td>
<td>Consultant work: Sponsorship of focus group interviews with health care providers who participated in the U.S. mifepristone trial. The Population Council. $10,000.</td>
<td>$10,000</td>
</tr>
<tr>
<td>1995</td>
<td>Consultant work: Sponsorship of interviews with women having mifepristone abortions. The Population Council. $2,000.</td>
<td>$2,000</td>
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</tbody>
</table>
Eric Allen Stewart

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Georgia State University
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Atlanta, Georgia 30302-5020
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soceas@langate.gsu.edu

EDUCATION

Ph.D.  2000  Sociology
Iowa State University, Ames, IA 50011
Dissertation: “Community and Family Correlates in Predicting
Aggression and Violence in an African American
Sample: A Multilevel Study”

M.S.  1996  Sociology
Auburn University, Auburn, AL 36830
Enhancement Law on Reducing Violent Crime Rates
and Gun Use, 1969 – 1993”

B.A.  1995  Criminal Justice
Fort Valley State University, Fort Valley, GA 31030

PROFESSIONAL EMPLOYMENT

Asst. Prof.  8/00 — present  Department of Sociology
Asst/Prof.  8/03 — present  Departments of Sociology and Criminal Justice

AFFILIATIONS

Member, National Consortium on Violence Research.
TEACHING INTERESTS:
Crime and Punishment
Deviant Behavior
Life Course Criminology
Youth and Crime
Introduction to Sociology

RESEARCH

Research Experience


8/96 - 12/96  Graduate Research/Teaching Assistant, Iowa State University, Ames, Iowa. Sentencing Decisions for Hispanics. Principal Investigator: Ed Munoz

1/95 - 8/96  Graduate Research Assistant, Auburn University, Auburn, Alabama. Rural Development. Principal Investigator: Joseph J. Molnar

PUBLICATIONS


Young Adulthood.” *Criminology* 40:401-434


**Under Review**

**Eric A. Stewart** and Ronald L. Simons. “A Partial Test of Anderson’s Street Code Explanation of Violence.”

**Eric A. Stewart**, Chris Schreck, and Ronald L. Simons. “I ain’t gonna let no one disrespect me”: Does the Code of the Street Reduce or Increase Violent Victimization among African American Adolescents?”

**Works in Progress**


**PROFESSIONAL MEETINGS**

1997  

1998  

1999  
Eric A. Stewart, Ronald L. Simons, and Rand D. Conger. “Formal Sanctions: The Link between Poor Parenting Practices and
Delinquency.” American Society of Criminology, Toronto, CANADA (November)


2001 Ronald L. Simons, Eric A. Stewart, Leslie Gordon “Explaining Stability and Change in Antisocial Behavior from Adolescence to Young Adulthood.” American Society of Criminology, Atlanta, GA. (November)


INVITED PROFESSIONAL MEETINGS


2003 National Consortium on Violence Research (Summer workshop) San Juan, Puerto Rico (June 16th-20th)

HONORS

1995 Member of Gamma Sigma Delta Honor Society
1996-9 Graduate Minority Fellowship (Iowa State University)
1996-9 Academic Excellence Award (Iowa State University)
1999 American Sociological Association Minority Fellowship
2000 Research Excellence Award (Iowa State University)

PROFESSIONAL SERVICE

Reviewer for Journal of Research in Crime and Delinquency
Reviewer for Criminology
Reviewer for Justice Quarterly
Reviewer for Criminal Justice Review
Reviewer for Journal of Marriage and Family
Reviewer for Sociological Inquiry
Reviewer for Journal of Crime and Justice

PROFESSIONAL MEMBERSHIPS

American Society of Criminology
American Sociological Association
Association of Black Sociologists
Southern Sociological Society
Academy of Criminal Justice Sciences
REFERENCES

Ronald L. Simons
University of Georgia
Department of Sociology
116 Baldwin Hall
Athens, Georgia 30602
Phone: 706-542-3232
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rsimons@arches.uga.edu

Rand D. Conger
University of California—Davis
Department of Human and Community Development
One Shields Avenue
Davis, California 95616
Phone: 530-754-7357
Fax: 530-752-5660

Kirk W. Elifson
Georgia State University
Department of Sociology
University Plaza,
Atlanta, GA 30303-3083.
404-651-1858 O
404-651-1712 Fax
CURRICULUM VITA

Mindy Stombler

Department of Sociology
Georgia State University
Atlanta, GA 30303
(404) 651-2806 (office)
(404) 651-2285 (department)

stombler@gsu.edu

1995 Ph.D. Sociology Florida State University
1991 M. S. Sociology Florida State University
1989 B. S. Sociology University of Florida

RESEARCH

Publications/Books


Publications/Articles


Stombler, Mindy. 1994. "'Buddies' or 'slutties': the collective sexual reputation of fraternity little sisters." Gender & Society. 8(3): 297-323.


Publications/Book Reviews


Publications/Newsletter Articles


Works in Progress


Stombler, Mindy. 2003. "'Show me to the subway, I'll go down': Changing perceptions of giving women oral sex and what it means to be a man." Early stages of new ethnographic project.

Presentations


Stombler, Mindy and Lars Christiansen. 2002. Don’t Know, Don’t Care: Understanding the social psychology of librarian-faculty work relationships. Invited panelist at the Annual Meeting of the American Library Association, Atlanta GA.

Stombler, Mindy. 2001. Gender and organizations: A panel in honor of Patricia Yancey Martin’s Katherine Jocher-Belle Boone Award for distinguished scholarly work on gender. Invited presentation at the Annual Meeting of the Southern Sociological Society, Atlanta GA.


Stombler, Mindy. 1993. "Buddies" or "slutties": the collective sexual reputation of fraternity little sisters. Paper presented at the Annual Meeting of the Associated Colleges of the South Conference on Women’s Studies: Challenging Gender in the 1990’s, Greenville SC.


Grants and Awards

Research Enhancement Fund. 1996. "A house with no closets: Exploring the structure of and dynamics within gay fraternities." Awarded $2,500 to hire graduate student assistant to both transcribe interview data and to assist with data coding. Institute for University Research, Texas Tech University.

Extramural Research Promotion Award. 1996. "A house with no closets: Exploring the structure of and the dynamics within gay fraternities." Awarded $520 for travel to data collection site. Office of Research Services (in conjunction with the College of Arts and Sciences and the Department of Sociology). Texas Tech University.

College of Social Sciences small grant. 1994-1995. Awarded $1,000 for research on African-American fraternity little sister programs with Professor Irene Padavic. Florida State University.
Summer Workshop in Field Work Methods Stipend Award. 1993. University of Georgia. National competition. Received travel and living expenses for attendance at the month-long qualitative methodology training program sponsored by the National Science Foundation.

American Sociological Association Honors Program Travel Grant. 1990. Department of Sociology, Florida State University.

TEACHING

Courses Taught

Introduction to Sociology
Current Social Problems
Gender and Society
Sexuality and Society
Photography and Social Change (Honors course)
Sociology of Gender Relations (graduate course)
Qualitative Methodology (graduate course)
Teaching Sociology (graduate course)

Grants and Awards


Instructional Improvement Grant. 2001. “Creating a quality sociology of sexuality reader.” Awarded $3000. Grant funded by Department of Sociology, Georgia State University.

Faculty Incentive Grant. 1996. “Teaching ‘The Color of Fear’: Facilitating innovative seminars on cultural diversity.” Awarded $1335 for travel to and cost of facilitation training seminar (Berkeley, CA) and audiovisual materials. Teaching, Learning, and Technology Center. Texas Tech University.

Outstanding Teaching Assistant Award. 1995. Florida State University.

Kappa Delta Award for Excellence in Teaching. 1995.


Graduate Student Teacher of the Year. 1992. Department of Sociology, Florida State University.

Presentations


Ponder, Bentley, Baunach, Dawn, Burgess, Elisabeth and Mindy Stombler. 2001. Afternoon delight or fright: Tales from the trenches of teaching sexuality. Panel participant at the Annual Meeting of the Southern Sociological Society, Atlanta GA.

Stombler, Mindy. 1998. Using On-Line Discussions for HOT (ouch!) Topics. Teaching, Learning, and
Technology Center. Texas Tech University.

Stombler, Mindy. 1998. Gays and Lesbians in the Media. PFLAG. Lubbock, TX.


Stombler, Mindy. 1996. Why Women's History Month? Radio Interview. KFMX (94.5 FM). Lubbock TX.


Stombler, Mindy. 1993. How to be an Effective Teacher: Equity issues in the classroom. Southeastern Regional Conference of the National Association of Graduate and Professional Students. Wakulla Springs FL.


SERVICE

Professional


Chair. Sally Hacker Graduate Student Award Committee of the Sex and Gender Section of the American Sociological Association. 2003-2004.


Member. Sally Hacker Graduate Student Award Committee of the Sex and Gender Section of the American Sociological Association. 2002-2003.


Chair. New Member Orientation Committee of the Sex and Gender Section of the American Sociological Association. 1994.


University Service


Faculty Senator representing the College of Arts & Sciences. Texas Tech University. Elected 1997 for three year term.


Chair. Faculty Status and Welfare Committee. The Faculty Senate. Texas Tech University. 1998. Charges included assessing feasibility of a new Honors College and recommending whether spouses should be eligible to vote on their spouse's tenure decision.


Faculty Senate Liaison. Gloria Lyerla Travel Grant Board. 1997-1999. Duties included reviewing and funding travel grants to special library collections.


March Organizer. Take Back the Night Coalition. Texas Tech University. 1996-1997. Duties included coordinating all logistics of march including but not limited to public safety, media relations, sound, promotion, content, entertainment, and march course.

Member. Women's Studies Council. Texas Tech University. 1995-2000. Duties have included conducting a survey of Women's Studies programs of the Big 12 Conference and preparing a report for the Council and developing the Masters level curriculum.


Departmental Service

Member. Chair's Evaluation Committee. Department of Sociology. Georgia State University. 2002.

Member. Undergraduate Committee. Department of Sociology. Georgia State University. 2002.

Member. Alpha Kappa Delta/Sociology Club Committee. Department of Sociology. Georgia State University. 2002.

Member. Executive Committee, Department of Sociology. Georgia State University. 2001-2002.

Member. Colloquium Committee, Department of Sociology, Georgia State University. 2001-2002.

Member. Recruitment Committee for Anthropology Faculty Position. Texas Tech University. 1999-2000.

Advisor and Founder. The Sociology Club. Texas Tech University. 1998-2000. Duties included but were not limited to creating and maintaining Club web site, organizing and attending all club activities, assisting officers' attempts to secure funding.

Member. Graduate Committee of the Department of Sociology. Texas Tech University. 1995-2000.


EMPLOYMENT

Academic

Georgia State University, Department of Sociology.
Lecturer. 2000-present.

Texas Tech University, Department of Sociology, Anthropology, and Social Work
Assistant Professor of Sociology (tenure-track). 1995-2001.

Florida State University, Department of Sociology
Instructor. 1995. Taught a mass section of "Introduction to Sociology" and a section of "Sociology of Sex and Gender."
Instructor. 1992-1993. Taught four classes of "Introduction to Sociology," including one mass section.

Other Employment

State of Florida Department of Labor and Employment Security, Tallahassee FL.

Research Associate. 1994. Assisted in writing grants aimed at lowering the Division of Unemployment Compensation's Improper Payment Rate on Unemployment Compensation claims. Collected and analyzed state-level survey data on various dimensions of employee satisfaction; wrote and presented written reports to Bureau Chiefs and UC Division Director.

Researcher. 1994. Analyzed data on race, gender, and age disparities in Unemployment Compensation disqualification rates to assist in the Department's effort to comply with Civil Rights laws.
Researcher. 1991-1992. Organized state-wide data collection effort; coded and analyzed data on employment distributions of women, men, and ethnic minorities; wrote and presented written report to Bureau Chief.
Curriculum Vitae

Frank J. Whittington
Gerontology Institute
Georgia State University
Atlanta, Georgia 30303

June 2004

Personal Information

Date of Birth:   July 31, 1945
Place of Birth:   Pratt, Kansas
Home Address:  3164 Randolph Rd.
                Atlanta, Georgia 30345
Telephone:   (404) 651-2201 (Office-Gerontology)
                (770) 496-0422 (Home)
Fax:       (404)  651-4272 (Gerontology)
E-mail:   fwhittington@gsu.edu

Education

B.A., English, Mississippi State University, 1968
M.A., Sociology, Duke University, 1971
Ph.D., Sociology, Duke University, 1975

Areas of Specialization

Social Gerontology
Medical Sociology
Health Care of the Elderly

Positions Held

Director and Senior Fellow, Gerontology Center, Georgia State University, February 1996-present.
Acting Director, Gerontology Center, Georgia State University, July 1995-January 1996.
Professor, Department of Sociology, Georgia State University, July 1995-present.
Adjunct Assistant Professor, School of Medicine, Emory University, March 1997-present.
Research Health Scientist, Rehabilitation Research and Development Center on Aging,
    Veterans Administration Medical Center, Atlanta, Georgia, 1991-1999.
Senior Research Policy Advisor, Task Force on Aging Research, National Institute on Aging,
    NIH, September 1991-September 1993
Associate Professor, Department of Sociology and Member of the Gerontology Faculty, Georgia State University, September 1978-1995. (On leave to National Institute on Aging, September 1991-September 1993)
Assistant Professor, Department of Sociology and Associate Director, Graduate Training Program in the Sociology of Aging, Georgia State University, September 1973-August 1978.

**Research Experience**

Research Assistant, Department of Sociology, Duke University, 1969-70.
Project Director, Georgia Data Book on Aging Project, 1975-76.
Co-Director, Survey of Elderly Drug Use and Misuse Project, Dekalb County, Georgia, 1978-80.
Member, Human Research Review Board, Georgia Department of Human Resources, Atlanta, Georgia, 1978-80 (Vice Chair, 1980).
Consultant, Behavioral Sciences Review Group, Division of Research Grants, National Institutes of Health, Bethesda, Maryland, 1980.
Consultant, Quality of Nursing Home Care Project, Georgia Legal Services Corporation, Atlanta, Georgia, 1981.
Consultant, Alternative Health Services, Georgia Department of Medical Assistance (Medicaid), Atlanta, Georgia, 1981.
Consultant, Office of Alcohol and Drug Services, Georgia Department of Human Resources, Atlanta, Georgia, 1981.
Consultant, Fulton County Elderly Needs Assessment Project, Senior Citizens Services of Metropolitan Atlanta, Atlanta, Georgia, 1982.
Member, Research, Education and Practice Committee Task Force on Drugs and Aging, Gerontological Society of America, 1983-84.
Consultant, “Social Factors in Medication and Alcohol Use by the Aged” Study, Oregon State University, Corvallis, Oregon, 1990. (Jon Hendricks, PI)
Consultant, Rehabilitation Research and Development Center, Veterans Administration Medical Center, Atlanta, Georgia, 1990.
Visiting Scientist, National Institute on Aging, Behavioral and Social Sciences Program, Bethesda, Maryland, September-December, 1990.
Grant Reviewer, Administration on Aging, Department of Health and Human Services, Washington, DC, 1995.
Consultant, “Exercise Program Designs for Older Adults” Study, Merit Review Grant, Department of Veterans Affairs, Atlanta, Georgia, 1995-97 ($207,400).
(Lisa W. Boyette, PI)
Member, Future Research Directions Committee, AARP Andrus Foundation, Washington, DC, 1996-97
Consultant, Governor’s Council on Developmental Disabilities, Atlanta, Georgia, 1996-97
Member, Review Panel, National Institute of Dental Research, NIH, Bethesda, Maryland, 1997.
Consultant, National Institute on Dental and Craniofacial Research, NIH, Bethesda, Maryland, 1999.

Community Activities

Member, Steering Committee of Dekalb County (Georgia) Task Force on Aging, 1974-75.
Member, Board of Directors, Dekalb Community Council on Aging, 1977-87; 1988-91; President, 1978-81.
Consultant, Sociology Department, University of Alabama, Birmingham, Alabama, 1979.
Member, Advisory Board, Atlanta Area Nursing Home Ombudsman Program, Atlanta, Georgia, 1980-83.
Member, Advisory Board, Retirement Planning Consultants, Inc., Atlanta, Georgia, 1980-82.
Consultant, Brawner Psychiatric Institute, Smyrna, Georgia, 1981.
Consultant, McDuffie, Martin and Coleman, Attorneys at Law, Atlanta, Georgia, 1982.
Consultant, Consumer’s Guide to Long-Term Care Project, Aging Section, Georgia Department of Human Resources, Atlanta, Georgia, 1982-83.
Consultant, Staff Training on Alcoholism and Drug Therapy Problems among Long-Term Care Patients, Veteran’s Administration Hospital, Dublin, Georgia, 1982.
Member, Board of Directors, Atlanta Alzheimer’s Disease and Related Disorders Association, 1983-87.
Vice-Chair, Advisory Council, Residential Care Facilities for the Elderly Authority, Dekalb County, Georgia, 1982-88.
Member, Alzheimer’s Disease Study Committee, Georgia Department of Human Resources, Atlanta, Georgia, 1985.
Member, Advisory Committee on Gerontology, School of Nursing, Medical College of Georgia, Augusta, Georgia, 1985-88.
Member, Advisory Committee on Gerontology and Geriatrics Education, Southern Regional Education Board, Atlanta, Georgia, 1986.
Member, Allocations Committee, Health Service Council, United Way of Metropolitan Atlanta, 1986-87.
Consultant, Personal Care Home Provider Training, Residential Services Coalition, Atlanta, Georgia, 1988.
Member, Advisory Committee, Ph.D. Research Training Focus in Gerontology Program, School of Nursing, Medical College of Georgia, Augusta, Georgia, 1989.
Member, Georgia Committee on the Aging Blind and Visually Impaired, American Foundation for the Blind, Atlanta, Georgia, 1989-91.
Member, Aging Atlanta 2010 Task Force, City of Atlanta/Atlanta Regional Commission, 1990.
Consultant, Walbert & Hermann, Attorneys at Law, Atlanta, Georgia, 1990.
Member, Director's Search Committee, VA Rehabilitation Research and Development Center on Aging, Decatur, Georgia, 1994-96.
Member, Advisory Committee for the Human Services Major, Spelman College, 1994-97.
Consultant, Southern Regional Education Board, Atlanta, Georgia, 1996.
Consultant, Holland and Knight, Attorneys at Law, Atlanta, Georgia, 1998.
Member, Long-Term Care Need Methodology Technical Advisory Committee, Georgia Department of Community Health, Division of Health Planning, and the Health Strategies Council, 2000.
Member, Board of Trustees, Shepherd’s Centers of America, Kansas City, Missouri, 2000-2004.
Member, Bridge Builders Task Force for Improving the Quality of Life for Dekalb’s Seniors, Dekalb County Government, 2002.
Member, Aging Atlanta Task Force, Community Partnerships for Older Adults Project, Robert Wood Johnson Foundation Long-Term Care Initiative, Atlanta Regional Commission, 2002-2003.
Member, Advisory Council, Arthritis Foundation, Georgia Chapter, Atlanta, 2002-2003.

Grants and Contracts

“Data Needs in Aging.” Grant from Urban Life Center, Georgia State University, 1974. ($4,684)
“Research and Data Use in Aging.” Grant from Urban Life Center, Georgia State University, 1974-75. ($11,800)
“Development of a State Data Book on Aging.” Grant from Office of Aging, Georgia Department of Human Resources, 1975. ($10,790)
“Retirement Planning and The Economics of Independent Living for the Elderly.” Grant from Urban Life Center, Georgia State University, 1976-77. ($2,000)
“Travel to International Congress of Gerontology Meeting, Tokyo, Japan.” Grant from the Gerontological Society of America, 1978. ($1,500)
“Travel to International Congress of Gerontology Meeting, Hamburg, Germany.” Grant from the Gerontological Society of America, 1981. ($1,500)
“Stressful Life Events, Social Support, and Functional Health Status of the Elderly.” Grant from Research Grant Program, Georgia State University, 1984. ($901) (with Carolyn Kee)

“Introductory Sociology Curriculum Project.” Grant from Committee for Improvement of Instruction, Georgia State University, 1985. ($365) (with Phillip W. Davis)


“Planned Poverty in Old Age: Family Strategies for Obtaining Medicaid Benefits for Nursing Home Care for Elders.” Grant from Research Grant Program, Georgia State University, 1989. ($3,000)

“Alzheimer’s Disease Special Care Units in Nursing Homes.” Contract with National Institute on Aging, Bethesda, Maryland, 1990. ($1,500)

“The Role of Medicaid in Family Financial Decision-Making for Nursing Home Care.” Contract with National Institute on Aging, Bethesda, Maryland, 1990-91. ($2,999)


“Social Behavior and Health Research.” Contract with Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1994-95. ($17,359)

“Social Behavior and Health Research.” Contract with Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1995-96. ($43,130)

“Distance Learning Partnership in Gerontology.” Chancellor’s Strategic Allocation Initiative Grant, University System of Georgia (Sub-contract with University of Georgia), 1995-98. ($49,200)

“Risk Factors for Mental Health and Substance Abuse Problems in Personal Care Homes,” (Co-Principal Investigator). GRN Regional Board for Mental Health, Mental Retardation, and Substance Abuse, Snellville, Georgia, 1996-97. ($21,264)

“Social Behavior and Health Research.” Contract with Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1996-97. ($23,680)

“Quality of Life for Veterans with Disabilities Living in Personal Care Homes.” (Principal Investigator). Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1996-97. ($16,166)


“Social and Behavioral Aspects of Rehabilitation in Aging.” Contract with Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1998-99. ($13,684)


“Social and Behavioral Aspects of Rehabilitation in Aging.” Contract with Rehabilitation Research and Development Center on Aging, VA Medical Center, Decatur, Georgia, 1999. ($3,638)
“Independence and Autonomy of Frail Elders in Assisted Living.” (Principal Investigator) (R01 AG16787) National Institute on Aging, NIH, Bethesda, Maryland, 2000-2002. ($469,557)


“Family and the Life Course.” (Co-Investigator). Research Program Enhancement Grant, Office of Research and Sponsored Programs, Georgia State University, 2000-2003. ($144,000)

“Gerontological Education Partnership between the Kenyatta University Sociology Department and Bureau of Educational Research, Nairobi, Kenya, and the Georgia State University Gerontology Center, Atlanta, Georgia.” (Principal Investigator) Grant from the GSU Office of International Affairs, 2002-2003. ($5,000)


“Family and the Life Course.” (Co-Investigator). Research Program Enhancement Grant, Office of Research and Sponsored Programs, Georgia State University, 2003-2006. ($48,000)

“Satisfaction and Retention of Staff in Assisted Living.” (Co-Investigator). (R01 AG021183-01A2) National Institute on Aging, NIH, Bethesda, Maryland, 2004-2007 ($873,000).

**Editorial Work**

Member, Editorial Board, *The Contemporary Administrator in Long-Term Care*, 1978-82.
Co-editor, Special Issue of the *Journal of Psychoactive Drugs*, 1981.
Publications

Books and Monographs


Articles and Chapters


   
   


   


    
    Reprinted in Marie Marschall Fuller and Cora Ann Martin (eds.), *The Older Woman:...


Other Publications


Book Reviews


Prefaces and Introductions


Professional Affiliations

Gerontological Society of America (Fellow)
American Sociological Association, Section on Aging and the Life Course
Association for Gerontology in Higher Education (Institutional Representative)
Southern Sociological Society
Southern Gerontological Society
Georgia Gerontology Society

Offices Held in Professional Societies

Association for Gerontology in Higher Education

Co-Chair, Long-Range Planning Committee, 2004-2005
Chair, Annual Meeting Program Committee, 2003-2004
Member, Long-Range Planning Committee, 2003-2004
Member, International Task Force, 2003-2004
Member, Executive Committee, 2002-05
Member, Committee on Committees, 2002-2004
Chair, Site Selection Committee, 2002-03
Member, AGHE-GSA Advisory Committee, 1995-97.
Member, Nominations Committee, 1992-94.
Member, Faculty Development Committee, 1991-95.
Member, Long-Range Planning Committee, 1990-91.
Chair, Long-Range Planning Committee, 1989-90.
Treasurer, 1987-89.
Chair, Finance Committee, 1987-89.
Member, Finance Committee, 1986-90, 2003-2004
Member, Executive Committee, 1986-90; 2002-2004
Chair, Membership Committee, 1986-87.
Member, Membership Committee, 1983-85.
Member, Program Committee, 1985-86.
Chair, Annual Meeting Local Arrangements Committee, 1984-86.
Gerontological Society of America

Member, Program Committee, 2003
Co-Chair, Program Committee, 1998.
Member, Program Committee, 1997.
Member, AGHE-GSA Advisory Committee, 1995-97.
Member, Annual Meeting Local Arrangements Committee, 1994.
Member, Task Force on Drugs and Aging, 1983-84.

Southern Sociological Society

Member, Local Arrangements Committee, 1983.
Chair, Membership Committee, 1977-79.
Member, Membership Committee (Georgia), 1974-77.

Georgia Gerontology Society

Member, Board of Directors, 1976-80; 1981-87.
Member, Program Committee, 1976; 1978; 1987.
Chair, Nominating Committee, 1980.
Member, By-Laws Revision Committee, 1978.
Member, Executive Committee, 1977.
President, 1975-76
Chair, Program Committee, 1975.

Papers Presented at Professional Meetings


18. Lucy Whelchel, Frank J. Whittington, and David M. Petersen. “Correlates of Non-Prescription Drug Use by Older People.” Presented at the International Congress of Gerontology, Hamburg, West Germany, July 12-17, 1981.


48. Molly M. Perkins, Frank J. Whittington, & Mary M. Ball. "Panning for Gold: The Costs vs. the Rewards of Being a Personal Care Home Provider." Presented at the 9th annual Student Convention in Gerontology and Geriatrics, Georgia State University, Atlanta, Georgia, 1998.

49. Sharon V. King, Mary M. Ball, Vickie L. Patterson, Molly M. Perkins, & Frank J. Whittington. "Maintaining Self-Identity and Combatting Marginality Among Residents of Personal Care Homes." Poster session presented at the 9th annual Student Convention in Gerontology and Geriatrics, Georgia State University, Atlanta, Georgia, 1998.

50. Vickie L. Patterson, Mary M. Ball, Frank J. Whittington, & Molly M. Perkins. "From Here to Eternity: Coping Through Religious Practices in Personal Care Homes." Presented at the 9th annual Student Convention in Gerontology and Geriatrics, Georgia State University, Atlanta, Georgia, 1998.

51. Mary M. Ball, Frank J. Whittington, Molly M. Perkins, Michal Morton, Vickie Patterson, Michelle McParland, and Richard Fuss. “Quality of Life in Personal Care Homes: Viewpoints of Residents.” Presented at the annual meeting of the American Society on


55. Frank J. Whittington, Mary M. Ball, Molly M. Perkins, Bettye Rose Connell, Jon Sanford, Vickie Patterson, Michal Morton, and Sharon V. King, “Quality of Life of Veterans with Disabilities Living in Personal Care Homes.” Presented at the Rehabilitation Research Conference, Department of Veterans Affairs, Washington, DC, October 1-2, 1998.


60. Molly M. Perkins, Frank J. Whittington, Mary M. Ball, & Vickie L. Patterson. ”The Autonomy and Independence of Veterans Living in Assisted Living Facilities: A Life Course Perspective.” Presented at the 10th annual Student Convention in Gerontology and Geriatrics, Georgia Southern University, Statesboro, Georgia, 1999.

61. Carole Hollingsworth, Molly M. Perkins, Mary M. Ball, & Frank J. Whittington. ”The Role of Activities in Assisted Living Facilities.” Presented at the 10th annual Student Convention in Gerontology and Geriatrics, Georgia Southern University, Statesboro, Georgia, 1999.


74. Frank J. Whittington, Carole Hollingsworth, Mary M. Ball, Sharon V. King, Vickie Patterson, Sadhna Diwan, Christine Rosenbloom, Leslie Taylor, & Armon Neel. “A Multidisciplinary Intervention to Prevent Mental Health Problems in Assisted Living Facilities.” Presented at the XVIIth Meeting of the International Association of


**Other Assignments at Professional Meetings**

Chair, Section on Psychological and Social Sciences, Annual Meeting of the Georgia Gerontology Society, Athens, Georgia, October 9-10, 1974.

Chair, Section on Health Care, Annual Meeting of the Georgia Gerontology Society, Atlanta, Georgia, September 29-30, 1975.


Member, Task Force on Drugs and Aging, National Drug Abuse Conference, San Francisco, California, May 5-9, 1977.


Chair, Roundtable on Education and Social Policy, Annual Meeting of the Georgia Gerontology Society, St. Simon’s Island, Georgia, October 9-10, 1980.

Chair, Paper Session on “Gerontological Education for Nursing and Allied Occupations,” Annual Meeting of the Association for Gerontology in Higher Education, Atlanta, February 27-March 2, 1986.


Chair, Paper Session on “Computers in Gerontology/Geriatrics Education,” Annual Meeting of the

**Colloquia Presented**

“Surviving Dependence: Voices of African American Elders.” Department of Sociology Colloquium Series, Georgia State University, May 1995 (with Mary Ball).

“Quality of Life of Older Veterans Living in Personal Care Homes.” Rehabilitation Research & Development Center, VA Medical Center, Decatur, GA, May 12, 1999. (with Mary Ball)

“A Multidisciplinary Intervention to Improve Quality of Life in Assisted Living Facilities.” North Georgia College and State University, Dahlonega, GA, November 14, 2000. (with Mary Ball and Bess Combs)


**Awards and Honors**

Phi Eta Sigma, 1964
Sigma Tau Delta, 1968
National Institute of Mental Health Traineeship, 1968-69
National Defense Education Act Title IV Fellowship, 1969-72
Research Training Program Fellow, Duke University Center for the Study of Aging and Human Development, 1972-73
Faculty Recognition Award, Georgia State University Foundation, Inc., 1977; 1980; 1986; 1988
Elsie C. Alvis Award for the Outstanding Professional in Gerontology, Georgia Gerontology
Society, 1980
Omicron Delta Kappa, 1984
Distinguished Faculty Award, Georgia State University Gerontology Center, 1988
Fellow, Gerontological Society of America, 1991

**University Activities**

**Courses Taught**

Undergraduate:  
- Introduction to Sociology
- Aging and Society
- *Aging Policy and Services
- Sociology of Health and Illness
- Health Care of the Elderly
- Contemporary Social Problems
- Racial and Cultural Minorities
- Black Americans
- Collective Behavior

Graduate:  
- *Introduction to Gerontology
- The Field of Aging
- Sociology of Aging
- *Aging Policy and Services
- Gerontology Colloquium
- Aging and Long-Term Care
- Medical Sociology
- Sociology of Aging and Health
- Adult Socialization
- Drugs and Aging

*Teach Regularly

**Committee Assignments**

Member, Undergraduate Committee, Sociology Department, 1975-76; 1984-85.
Member, Self-Study Subcommittee on the Graduate Program, Sociology Department, 1976.
Member, University Student Life and Development Committee, 1976-78.
Member, Graduate Admissions Committee, Sociology Department, 1976-79.
Member, Public Service Committee, College of Arts and Sciences, 1977-80.
Member, Enrollment Task Force, Sociology Department, 1977-78.
Member, Executive Committee, Gerontology Faculty, 1977-82; 1989-90.
Member, Scheduling Committee, Sociology Department, 1978-87; 1988; 1990-91; Chair, 1985-87.
Director of Graduate Studies, Sociology Department, 1979-1982; 1988.
Member, Graduate Committee, Sociology Department, 1979-85; 1988-89; 1991; Chair, 1979-82; 1988, 1995-99.
Member, Geriatric Curriculum Committee, College of Health Sciences, 1979-84.
Member, Long-Term Care Administration Curriculum Development Committee, Gerontology Faculty, 1980-84.
Member, By-Laws Study Committee, Gerontology Faculty, 1980.
Member, Admissions Study Committee, Gerontology Faculty, 1980.
Member, Comprehensive Examination Study Committee, Gerontology Faculty, 1980-81.
Member, Student Stipend Study Committee, Gerontology Faculty, 1981.
Member, Graduate Faculty Status Committee, Sociology Department, 1981.
Member, Faculty Recruitment Study Committee, Sociology Department, 1981-82.
Member, Nominating Committee, Gerontology Faculty, 1982.
Chair, Graduate Curriculum Revision Task Force, Gerontology Faculty, 1984.
Member, University System Committee on Gerontology, 1985-91, 1994-99.
Member, Curriculum Committee, College of Arts and Sciences, 1986-88; Chair, 1987-88.
Chair, Curriculum Committee, Gerontology Faculty, 1986-90.
Member, Research Committee, University Senate, 1987-88.
Member, Faculty Recruitment Committee, Sociology Department, 1987-88; 1990-91; 1996-97 (Chair); 1999-2000 (Chair).
Member, Chairman’s Evaluation Committee, Sociology Department, 1988; 1991; Chair, 1991.
Member, Applied Sociology Program Development Committee, Sociology Department, 1988.
Member, University Research Grant Review Committee, 1988-90.
Member, University Athletic Committee, 1988-89.
Member, Long-Range Planning Committee, Gerontology Faculty, 1988-91.
Member, By-Laws Revision Committee, Gerontology Faculty, 1988-89.
Member, Faculty of the Institute of Health Administration, College of Business Administration, 1988-91; 1993-97.
Chair, Faculty Research Symposium Planning Committee, Gerontology Faculty, 1989-90.
Member, University Sports Medicine/Science Working Group, 1990-91.
Member, Dean’s Evaluation Committee, College of Arts and Sciences, 1995.
Chair, Chair Search Committee, Sociology Department, 1995.
Member, University Interdisciplinary Barriers and Incentives Team, 1995-97.
Member, Promotion and Tenure Committee, Sociology Department, 1995-2003 (Chair, 1995).
Member, University Academic Programs and Continuing Education Committee, 1995-99.
Member, University Graduate Council, 1995-99.
Member, Committee for Promotion and Tenure–Social Sciences, College of Arts and Sciences, 1996-2000.
Chair, Committee for Promotion and Tenure–Social Sciences, College of Arts and Sciences, 1998-2000.
Chair, Recruitment Committee, Department of Sociology, 1996-97, 1999-2000.
Member, Policy Faculty Recruitment Committee, College of Arts and Sciences and School of Policy Studies, 1996-97.
Member, University Alumni Distinguished Professor Awards Committee, 1997.
Member, Development Committee, Sociology Department, 1998-2004.
Chair, Promotion and Tenure Manual Revision Committee, Sociology Department, 1998-1999.
Member, Chair Recruitment Committee, Department of Nutrition, College of Health and Human Sciences, Georgia State University, 1999-2001.
Chair, Ad Hoc Promotion Committee, Department of Sociology, 2002.
heying jenny zhan
department of sociology
georgia state university
38 peachtree center avenue
1041 general classroom building
atlanta ga 30303

office: 1080c                 fax:  404-651-1712
email: sochjz@langate.gsu.edu
phone: 404-651-1846

education

institution                             degree                                date
university of kansas                   ph.d. (sociology)                    december 2000
university of kansas                   m.a. (east asia languages            spring 1993
                                    and cultures department)
xiangtan university,                 b.a. (english language
                                    hunan province, china
                                    and literature)

awards and honors

“research initiation grant, 2004-2005” georgia state university.

“research stipend for summer 2003” department of sociology, georgia state university.

nia and nih award for travel and accommodations to the “technical assistance workshop
2002” nov. 19th and 20th, 2002.

“marnie and bill argersinger award for outstanding doctoral dissertation” awarded by the
graduate school of the university of kansas, may, 2001.

“departmental research support award, 2000-2001” department of sociology, georgia state
university.

fulbright-hays dissertation fellowship for research abroad for 6 months from the u.s.

travel fund from the honor’s program of american sociological association to attend the 1998
annual meeting of the asa in san francisco, california, august, 1998.
Post-Baccalaureate Fellowship for 1998-1999 academic year at the University of Kansas.

Carroll D. Clark Fund for Graduate Student, April, 1998.

Graduate-Students Grants from the University of California at San Diego for "Women in Confucian Cultures," an international conference on "Women in Confucian Cultures in Pre-Modern China, Korea, and Japan" June 27-July 1, 1996.

Graduate Educational Opportunity Fund for 1995-1996 academic year at the University of Kansas, May 1995.

Post-baccalaureate Fellowship for 1994-95 academic year at the University of Kansas, May, 1994.

Member of Phi Kappa Phi Honor Society, 1998.

PUBLICATIONS

Articles:

Heying Jenny Zhan (forthcoming). Socialization or social structure--A study of one-child generation students’ willingness to accept filial responsibilities in urban China. Paper accepted for publication in the *International Journal of Aging and Human Development*.


**Other Publications:**


**Research Report**


**WORKS SUBMITTED**


“Chinese Elder Care Now and in the Future in Life-Course Perspective” Paper submitted to *Sociological Research*.


“Joy or Sorrow: Explaining Chinese caregivers’ reward and stress” Paper submitted to *Family Relations*.

**RESEARCH PROPOSAL SUBMITTED**

“Religion and Health Behavior among Chinese Immigrant Elders” Research proposal submitted to NIH and NIA.
**WORKS IN PROGRESS**


“Aging, Health Care, and Elder Care: The Perpetuation of Gendered Inequalities.” Paper under preparation for submission to the *Journal of Aging and Health*.

“A New Cultural and Structural trend: Chinese Nursing Homes” Paper under preparation for *Social Policy and Society*.

**PROFESSIONAL APPOINTMENTS**

**Teaching Positions:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Dates</th>
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<tr>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>2004</td>
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<tr>
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<td>Teaching Family and Societies</td>
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<td>Families in Global perspectives,</td>
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<td>Family and Aging Policies in Global Perspectives</td>
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<tr>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>Teaching Gender and Societies</td>
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<tr>
<td></td>
<td>Families and Societies, Aging and Societies</td>
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<tr>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>2002</td>
</tr>
<tr>
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<td>Teaching “Gender and Societies” and</td>
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<tr>
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<td>“Family and Societies”</td>
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<tr>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>Teaching “Sociology of Family” and</td>
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<tr>
<td></td>
<td>a graduate Seminar on “Sociology of Aging”</td>
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<tr>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>2000</td>
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<tr>
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<td>Sociology Department</td>
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<td>Teaching “Introductory Sociology”</td>
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<td>&amp; “Aging and Societies”</td>
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<tr>
<td>Teaching Assistant</td>
<td>University of Kansas</td>
<td>1999</td>
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<tr>
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<td>Sociology Department</td>
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<tr>
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<td>Assisting “Aging and the Life-course”</td>
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<tr>
<td></td>
<td>For Professor David Ekerdt.</td>
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</tr>
<tr>
<td>Teaching Assistant</td>
<td>East Asia Languages and Cultures Department</td>
<td>1993-96</td>
</tr>
<tr>
<td></td>
<td>University of Kansas (KU)</td>
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</tr>
</tbody>
</table>
Teaching "Eastern Civilization," a required course of non-Western Civilization for all college students at the University of Kansas.

**Position**          **Institution**                      **Dates**
Assistant Instructor  Departments of East Asia Languages and Cultures and Anthropology, (KU) 1991-1992
Teaching “Myth, Legends, and Folk Beliefs in East Asia”

**Position**          **Institution**                      **Dates**
Lecturer              Hainan University, Haikou, China 1989-90
Teaching English as a Foreign Language to Science students

**Position**          **Institution**                      **Dates**
Teaching Assistant    Philosophy Department 1986-89
Xiangtan University, Hunan, China
English instructor to philosophy graduate students in reading original philosophical texts in English.

**Position**          **Institution**                      **Dates**
Student Director, and Lecturer 1983-86
Foreign Language Department
Xiangtan University, Hunan, China

**Advising Activities**

MA Thesis Advisor for Gehui Zhang 2003-2004

MA Thesis Committee member For Cindy Sinha 2003-2004
Topic: The Expectation of the Role of Traditional Culture in Indian American Dating.

MA Thesis Advisor for Baozhen Luo 2004-2005
Topic: “Dating differences between Chinese and Chinese American College Students”

**Research Positions**

Principle Research for “Religiosity and Health Behavior among Chinese Immigrant elders” Funded by Georgia State University 2004-2005

Principal Researcher for Senior Connections in Atlanta in the project 2002-2003
“Family Relationships Among Aging Asian..."
Immigrants: The role of Chinese and Korean Elders in Family Stability and Quality of Life.” Funded by Casey Foundation.

Research Assistant
Gerontology Center
Coordinating Manager between interviewers and case managers in an Individualized Family Education and Intervention Program for families with Alzheimer’s patients in five states in the U.S. 1998

Interviewer
Gerontology Center
University of Kansas
Interviewing Chinese Americans in Hawaii on "Client Satisfaction Interviews" funded by the Health Resources services Administration of the U.S. Public Health Service. 1996

Research Assistant
Hall Center, University of Kansas
Library survey research. Work includes: designing survey questionnaire, entering data, and computing statistical analyses. 1994-95

Research Assistant for
Prof. Wallace Johnson
East Asia Languages and Cultures Department (KU)
Translating Chinese legal cases of the 18th century Qing Dynasty China into English 1990

Columnist
Special Economic Zone Weekly
Haikou, Hainan, China 1989-90

PROFESSIONAL ACTIVITIES

Presentations


.


“Caregiving Burden under the One-child Policy” Paper presented at the annual meeting of the Mid-West Sociological Society in Minneapolis, MN, April 1999.


"Filial Responsibility and the Burden of Care in China," a paper presented in a panel at the 14th World Congress of Sociology in Montreal, Canada, July 1998.


Section Chair

Presider

Discussant
Presider for a roundtable discussion on "Caregiving in China" at the Midwest Sociological Society meeting, Kansas City, Mo., April, 1998.


Manuscript Reviewer


**Research Grant Reviewer**


“A National Study on Care Giving for Elders with Alzheimer’s and Memory Impairment in China” A proposal reviewed for National Science Foundation, March 2002.

**AGHE Abstract Committee**

Serving as an abstract reviewer for 2003 Annual Meeting of the Association of Gerontology in Higher Educations.

**Professional Memberships**

International Association of Sociology, 1998
American Sociological Association (ASA), 1993-present.
Southern Sociological Society, 2000-present.
Gerontological Society of America, 1997-present.
Association of Asian Studies, 1997-present.
Phi Kappa Phi Honor Society, 1998

**REFERENCES**

Professor Rhonda J.V. Montgomery
Gerontology Center
4089 Dole,
University of Kansas
Lawrence Kansas 66045
Phone: 785-864-4130
email: rmontgomery@ukans.edu

Professor Don Reitzes
Department of Sociology
1043 General Classroom Building
Georgia State University
Atlanta GA 30303
Phone: 404-651-1844
socdcr@panther.gsu.edu
Appendix P

Summary Data on Student/Faculty Ratios and Credit Hour Generation

The following interpretation is based on data presented in Tables B-4-a,b,c (Credit Hour Generation by Level and Faculty Type)

While we appreciate the assistance provided by our Part-Time Instructors (PTIs), it is our goal to replace all PTIs with tenure-track faculty. Therefore, if we assume (1) a new tenure track faculty member will teach two courses each semester for an annual total of 4 (see A&S Faculty Workload Policy for tenure track faculty in their first three years); (2) 45 is the maximum number of students in a regular-sized undergraduate classroom; and (3) the average number of credit hours per class is 3, then the equation by which to calculate new faculty needs is 4 (undergraduate classes) x 45 students per class x 3 credit hours per student in a class. The product of this equation is 540--which is the estimated undergraduate credit hours per tenured track faculty member. In 2003-04, PTIs's taught 3906 undergraduate credit hours. Dividing 3906 by 540, the formula suggests that we would need 7 additional tenure-track faculty members to replace the undergraduate credit hours produced by our PTIs. This is an underestimate in that it does not take into account other workload responsibilities of a tenure-track faculty member, such as teaching graduate courses or additional workload reductions due to service and research activities.
APPENDIX Q

SOCIOLOGY DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library
Collection and Services

Currently, the University Library’s sociology holdings adequately support the research
areas of the faculty and of the students who are Bachelor of Arts, Master of Arts and PhD
candidates in sociology.

The University Library offers a strong foundation of major research works for sociology
students as evidenced by the fact that the library has 75% and 59% respectively of the
core sociology monographs and serials as listed in core bibliographies and checked
against the holdings in the library catalog.¹

An analysis of the books automatically sent to the University Library on the approval
plan from Yankee Book Peddler indicates that we receive at least 50% or more of the
available books in the call number ranges of: HM 1-1281 (Sociology – General); HN 1-
995 (Social History and Conditions), HQ 1-2044 (Family, Marriage and Women) and HT
1-1595 (Communities, Class, Races). These areas are thus generally strongly represented
in our collection. However, our collecting levels are not as strong in the specific areas of:
HM435-446 (History of sociology through the 19th century); HM636 (Human body);
HM716-755 (Groups and Organizations); HM786-810 (Organizational sociology and
theory).

In addition, an analysis of the subject headings in the University Library catalog, GIL,
gives an indication of the library’s collection strength in the following areas: sociology
methodology (277), sociology-philosophy (215), Sociology-research (101) and urban
sociology (308). On the other hand, the catalog reveals weakness in sociology-biography,
clinical sociology, sociology- experiments, rural sociology, sociology-study and teaching.

The University Library provides a broad range of journals in the field of sociology. The
44th annual report – the periodicals price survey, 2004² in Library Journal reports 286 as
the average number of sociology journal titles available from the years 2000-2004 in the
Social Sciences Citation Index database produced by the Institute for Scientific

¹ Based on a comparison between the core book list in Tze-chung Li, Social Science Reference Sources: A
Practical Guide. Westport, Conn.: Greenwood Press, 2000, pp. 415-445 and a comparison between the
² Van Orsdel, Lee and Kathleen Born. “Closing in on Open Access” Library Journal 129 (April 15,
Information (ISI). The University Library subscribes to 224 sociology related titles, indicating strength in our periodicals holdings for this area. In the future, when funds are available, the library needs to further strengthen the sociology journal collection by subscribing to some major journals requested by the faculty: *CONTEXTS: Understanding people in their social worlds; City & Community: Culture, Health and Sexuality; JAMWA: Journal of Religion and Abuse; Sexuality and Culture; Humanity & Society: Race, Class, Gender; International Sociology; Journal of Ethnic and Migration Studies.*

Other services available to faculty and students include one-on-one research consultations and customized library instruction classes. Of the approximately twenty-three sociology faculty members, only four full-time and one part-time faculty take advantage of the customized library instruction classes. Fortunately, those four faculty members plus approximately three more faculty refer their students to the sociology library liaison for research consultations.

**Relevant Library Statistics**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
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<tbody>
<tr>
<td>Resources</td>
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<tr>
<td>Number of journal titles supporting program</td>
<td>224</td>
<td>This number is derived from the serials review process. 222 are individual subscriptions through the University Library; 2 are consortial subscriptions through Elsevier.</td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>0</td>
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<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>9</td>
<td>Cancelled during serials review process</td>
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<tr>
<td>Number of related databases added in last three years</td>
<td>2</td>
<td>1.) Black Thought and Culture; 2). ICPRS (Social Science Data Sets)</td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>3</td>
<td>1.) Reader’s Guide to Periodical Literature; 2.) Social Sciences Index and 3.) National Newspapers at Proquest</td>
</tr>
<tr>
<td>Number or monograph</td>
<td>34,213</td>
<td>HM – 7,376 - sociology</td>
</tr>
</tbody>
</table>
| titles supporting program | HN – 5,780 – social history and conditions  
HQ – 15,733 – family, marriage and women  
HT – 5,324 – communities, classes, races |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of monograph titles in key call number ranges added in last two years (01/2002-01/2004)</td>
<td>2,612</td>
</tr>
<tr>
<td>Number of library instruction courses taught for department during previous fiscal year</td>
<td>10</td>
</tr>
<tr>
<td>Number of library consultations held with students or faculty from department during previous fiscal year</td>
<td>14</td>
</tr>
</tbody>
</table>

**Services**

| Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year (FY03) | HM = 625  
HN= 350  
HQ= 1,338  
HT= 299 |
|--------------------------------------------------|
| Services | HM=sociology  
HN= social history and conditions  
HQ= family, marriage and women  
HT= communities, classes, races |

**Electronic Resources**

Students and faculty in the Department of Sociology rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Sociology Department research.

<table>
<thead>
<tr>
<th>GSU Subscription Databases</th>
<th>Usage Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database</td>
<td>Usage Statistics</td>
</tr>
<tr>
<td>Ageline</td>
<td>1,549 searches performed – Jan. 2003 – April 2004</td>
</tr>
<tr>
<td>Alternative Press Index</td>
<td>238 searches – October 2003 – April 2004</td>
</tr>
<tr>
<td>Database</td>
<td>Usage Statistics</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Statistical Universe</td>
<td>1,876 searches performed – Jan., 2003 – March, 2004</td>
</tr>
<tr>
<td>ISI Web of Science</td>
<td>33,741 searches – Jan., 2003 – March 2004</td>
</tr>
<tr>
<td>JSTOR</td>
<td>102,468 searches from January 2003 – April 2004</td>
</tr>
<tr>
<td>Left Index</td>
<td>244 searches – Jan. – Dec. 2003</td>
</tr>
<tr>
<td>Women’s Studies International</td>
<td>520 searches – Jan. – Dec., 2003</td>
</tr>
<tr>
<td>Contemporary Women’s Issues</td>
<td>425 searches – July 1, 2003 – May 31, 2004</td>
</tr>
<tr>
<td>Gender Watch</td>
<td>16,501 searches – Jan., 2003 – May, 2004</td>
</tr>
<tr>
<td>Black Thought and Culture</td>
<td>555 queries – Jan – April, 2004</td>
</tr>
<tr>
<td>Ingenta</td>
<td>4,682 successful full text article requests – Jan. 2003 – April 2004</td>
</tr>
<tr>
<td>Policyfile</td>
<td>Data not available</td>
</tr>
</tbody>
</table>

**GALILEO Databases**

<table>
<thead>
<tr>
<th>Database</th>
<th>Usage Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociological Abstracts</td>
<td>335,312 searches – Jan, 2003 – March, 2004</td>
</tr>
<tr>
<td>Sociological Collection</td>
<td>31,614 searches performed – Jan, 2003- April 2004</td>
</tr>
<tr>
<td>Research Library</td>
<td>86,446 searches – Jan., 2003 – April 2004</td>
</tr>
</tbody>
</table>